

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180062

Grants.gov Tracking#: GRANT12659150

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180062

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Utah

* b. Employer/Taxpayer Identification Number (EIN/TIN):

876000525

* c. Organizational DUNS:

009095365

d. Address:

* Street1:

75 South 2000 East

Street2:

* City:

Salt Lake City

County/Parish:

Salt Lake

* State:

UT: Utah

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

84112-8930

e. Organizational Unit:

Department Name:

OFFICE OF SPONSORED PROJECTS

Division Name:

VP FOR RESEARCH

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

WILLIAM

Middle Name:

* Last Name:

ERNEST

Suffix:

Title:

Sponsored Proj Grant & Contrac

Organizational Affiliation:

University of Utah

* Telephone Number:

801/581-4714

Fax Number:

801/581-3007

* Email:

william.ernest@osp.utah.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Intermountain Consortium for Asian and Pacific Studies Undergraduate NRC and FLAS Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,870,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,870,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Utah

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	118,588.00	123,220.00	143,864.00	148,521.00		534,193.00
2. Fringe Benefits	41,437.00	42,389.00	52,488.00	53,455.00		189,769.00
3. Travel	22,500.00	15,000.00	10,000.00	12,500.00		60,000.00
4. Equipment						
5. Supplies	5,615.00	2,000.00	4,000.00	5,000.00		16,615.00
6. Contractual						
7. Construction						
8. Other	61,860.00	67,392.00	39,648.00	30,523.00		199,423.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,001.00	250,000.00	249,999.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	697,500.00	697,500.00	697,500.00	697,500.00		2,790,000.00
12. Total Costs (lines 9-11)	967,500.00	967,501.00	967,500.00	967,499.00		3,870,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 36.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180062

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Utah		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Brent Brown	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Utah	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="University of Utah"/> * Street 1: <input type="text" value="75 South 2000 East"/> Street 2: <input type="text"/> * City: <input type="text" value="Salt Lake City"/> State: <input type="text" value="UT: Utah"/> Zip: <input type="text" value="84112"/> Congressional District, if known: <input type="text" value="UT-002"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1: <input type="text" value="NA"/> Street 2: <input type="text"/> * City: <input type="text" value="NA"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Brent Brown"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Brent"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Brown"/> Suffix <input type="text"/> Title: <input type="text" value="Director"/> Telephone No.: <input type="text" value="801-581-6903"/> Date: <input type="text" value="06/22/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_Section_427_IMCAPS1024915265.pdf

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PROGRAM OF COMPLIANCE WITH GENERAL EDUCATION PROVISIONS ACT
SECTION 427 (GEPA)

INTERMOUNTAIN CONSORTIUM FOR ASIAN AND PACIFIC STUDIES UNIVERSITY
OF UTAH AND BRIGHAM YOUNG UNIVERSITY

Both entities of the Intermountain Consortium for Asian and Pacific Studies (IMCAPS) strive to provide excellent programs that are available to all regardless of ability. We affirm that the University of Utah does not discriminate on the basis of gender, race, national origin, color, disability, age, religion, sex, sexual orientation, gender identity/expression, genetic information or protected veteran's status in employment, treatment, admission, access to educational programs and activities, or other university benefits or services. These policies apply to all academic and administrative units of the university, and to all members of the university community, including faculty, staff, students, patients, visitors and participants in university programs or activities. The UU thinks and acts globally by increasing opportunities for students and faculty to engage in international study, teaching, research, and service. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs.

Likewise, Brigham Young University is an equal opportunity and affirmative action employer. BYU is committed to promoting policies that ensure equal treatment for eligible employment applicants and does not discriminate in employment practices on the basis of race, color, national origin, gender, age, or disability. This obligation of non-discrimination includes and applies to: (1) recruiting, hiring, training, upgrading, promoting, and transferring, (2) conditions and privileges of employment, compensation and benefits, (3) apprenticeships, (4) discipline, layoff, and termination, and (5) educational opportunities. The Asian Studies Programs at UU and BYU share this commitment to equal opportunity with both universities.

All faculty and staff from the UU and BYU have been hired without regard to any specific barriers that traditionally impede equitable access or participation. Hence, the faculty and staff participants in the proposed projects are drawn from a group of qualified individuals that were already subjected to a selection process that does not deny access to opportunities based on gender, race, national origin, color, age, or disability. Any new hiring that occurs as a result of Title VI funding will follow the UU and BYU's strict equal access and opportunity guidelines. Moreover, all faculty and staff hired at the UU and BYU must undergo mandatory training to ensure that they abide by state and federal and university non-discrimination requirements at all times.

Several offices on each campus have as their exclusive responsibility the maintenance of the aforementioned commitment. The Office of Equal Opportunity and Affirmative Action (OEO/AA) at the UU and the Equal Opportunity Office (EOO) at BYU are professional resources dedicated to our universities' commitment to provide a fair and equitable environment for individuals to pursue their academic and professional endeavors and to equally access University programs. They do this by ensuring that each university's practices: (1) are in compliance with their nondiscrimination policies, (2) provide a process to fairly and effectively resolve complaints, (3) provide reasonable accommodations, and (4) provide training to faculty and staff on discrimination and access issues.

The UU and BYU endeavor to ensure that its campuses and programs are accessible and in compliance with state and federal disability standards and to provide reasonable accommodations so as to remove any barriers that may prevent an individual with a disability from equally participating in academics, employment, or other university program. BYU's University Accessibility Center and UU's Office of Equity and Diversity and Center for

Disability Services work closely with students and employees to ensure that all individuals are able to learn and fully participate in proposed activities. Coordinators from the Accessibility Center and the Center for Disability Services meet one on one with students to discuss their needs and to introduce them to the facilities and programs available. From qualified sign language interpreters to volunteer readers for the visually impaired and from audio textbooks to psychoeducational assessment, UU and BYU endeavor to make the complete university experience open to all students. IMCAPS will continue to work with these centers to provide the necessary accommodations and services for all participants in our programs.

The Title IX offices in each of our universities work to maintain a campus that is safe and promotes individual value and dignity, equal access to its programs, and employment and social opportunities for everyone regardless of gender or sex. Policies, procedures, and resources are in place to take immediate and appropriate steps to address violations of university policy by ending or eliminating the hostile environment, preventing its recurrence, and remedying the effects.

The International Center at UU and the International Services Office at BYU administer to the needs of the international student body. Additionally, UU's Center for Ethnic Student Affairs and BYU's Multicultural Student Services office are charged with the responsibility of providing individual advisement to students of diverse backgrounds regarding academic, financial aid and scholarships, and social/cultural matters. BYU's Multicultural Student Services office recruits future multicultural students through its popular and successful college preparation programs for 8th – 11th graders and trains them in leadership opportunities.

Both BYUASP and UUASP are fully committed to providing equal access for all individuals. We are continually improving our strategic approach to serve a more diverse

student body and create more opportunities for underserved communities. Both campuses are barrier-free, allowing students and participants of all abilities access to IMCAPS programs and events. We are cognizant that we have much to learn and we are committed to gaining a core complex understanding of the barriers that affect access to our programs. We will implement the following steps to ensure equity of access and participation to our program participants:

1. Provide regular training to all of our center staff, including all of our FLAS and academic advisors, to ensure compliance with university and federal policies with regards to discrimination and equal access. Training will focus on identifying potential barriers to access to our programs and finding solutions to overcome these barriers.
2. Include contact information for BYU's University Accessibility Center and UU's Center for Disability Services on all advertisements so that potential participants are aware of the services and accommodations available to them.
3. Provide translation services if necessary at proposed conferences, workshops, lectures, performances, and events.
4. Partner with community organizations to provide outreach that will help to increase minority participation in Asian Studies programs.
5. We are aware that students from certain backgrounds, particularly first-generation college students, underutilize certain resources relative to their peers. This may mean they are less likely to participate in study abroad programs, apply for scholarships like FLAS fellowships, or enroll in more advanced language classes. To overcome these barriers, we will run study abroad and scholarship and FLAS workshops across campus and among student groups that represent underserved or potentially excluded groups. We will also prioritize financial need along with academic merit in FLAS applications.

6. Follow BYU and UU's equal opportunity and affirmative action guidelines when hiring and conducting hiring searches for new faculty, instructors, and staff.
7. Seek to mirror in our public outreach programming the rapidly changing demographics of Utah as much as possible to represent diverse viewpoints, as well as languages.

It is our hope that by following these steps, we will function as a national resource to all, including people of varying abilities and backgrounds.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Utah

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="KIM"/>	<input type="text"/>	<input type="text" value="KORINEK"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="215 Central Campus Dr"/>
Street2:	<input type="text" value="CTIHB 210"/>
City:	<input type="text" value="SALT LAKE CITY"/>
County:	<input type="text" value="SALT LAKE"/>
State:	<input type="text" value="UT: Utah"/>
Zip Code:	<input type="text" value="84112"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="801/581-7112"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: IMCAPS_Abstract_2018_22_Final1024915264.pdf

Add Attachment

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Abstract

The University of Utah's Asia Center and Brigham Young University's Asian Studies Program formed the Intermountain Consortium for Asian and Pacific Studies (IMCAPS) in 2010 to facilitate statewide coordination of Asian language and area studies. With over 200 Asian and Pacific Studies faculty, IMCAPS functions as a hub for promoting Asian Studies and forging partnerships with community colleges and K-12 schools by providing resources for language instruction, curriculum creation and research excellence. IMCAPS partners with UU's Second Language Teaching and Research Center and Confucius Institute; BYU's Center for Language Studies, CIBE Center (Title VI), and Chinese Flagship Center; the Intermountain Consortium for Latin American Studies (Title VI), and strong language programs at both institutions. While national boundaries structure our foundational curriculum, many faculty focus on trans-border phenomena, geographic frontiers, and transnational processes. We support the study of languages and cultures that span East, South, Southeast, Central and West Asia, Russia and the Pacific.

In 2009 Utah began an unprecedented project for dual language immersion (DI) programs in Chinese, French, German, Portuguese, Russian and Spanish in public schools. IMCAPS is a key contributor to this effort, supporting curriculum creation and language pedagogy training for over 10,000 Chinese DI students in 33 schools and 100 Russian DI students in 1 school. These students will soon arrive at colleges and universities in Utah and elsewhere ready for advanced instruction and/or third language study. They will add to IMCAPS' robust and diverse language programs, in which, in 2016-17 alone, roughly 8,000 students enrolled in 347 language courses.

The IMCAPS' strategic plan for the FY 18-22 cycle responds to needs identified in consortium evaluation and language testing conducted in 2014-18, as well as emerging needs in K16 language instruction. We will structure our activities in this cycle around 4 goals: 1) Strengthen education pipelines that underlie K16 students' acquisition of advanced proficiency in LCTLs through new critical language degree certifications (Korean, Arabic), new assessment resources that address unmet needs for DI students and Heritage Language Learners, and curriculum resources for bridge programs aiding in DI students' transitions to higher education and advanced proficiency (AP2, CPP2); 2) Create new curricular pathways to advance career competencies in LCTLs and Asian Studies by partnering with Salt Lake Community College to deepen instruction and professional development on internationalization, and by expanding IMCAPS courses, conferences and career education forums that professionalize students for international careers (AP1); 3) Diversify and extend Asian Studies outreach with community colleges, K12 schools, and library systems, specifically through initiatives that utilize literature, film and cultural performance, coupled with Asian Studies pedagogy training, to enhance understanding of Asia (CPP1, AP2, CPP2); and 4) Create distinctive programs for advanced, in-depth language and area studies in Southeast Asia, South Asia, and the Pacific Islands which build on foundational efforts supported in the 2010-14 and 2014-18 NRC cycles.

IMCAPS, in collaboration the Utah State Board of Education, Salt Lake Community College, Utah Valley University, Dixie State University, and 12 public school districts, is leading the effort to build a K-career pipeline for language and area studies education by producing fully bilingual or multilingual college graduates prepared to use their language skills in areas of national need. The language and area studies projects that we propose, along with ongoing professional development, K16 outreach, and curriculum development and expansion, build on past NRC support to create distinctive programs for advanced, in-depth language and area studies that span Asia and strengthen Utah's unparalleled, statewide language education pipelines and K16 partnerships.

Project Narrative File(s)

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SECTION 1. PROGRAM PLANNING AND BUDGET: IMCAPS program planning emerges from the extensive, statewide language education pipelines and partnerships cultivated over the past decade among K16 educators, community members, and international organizations. Our programs address dept of Ed’s absolute and competitive preference priorities by launching students into areas of national need in the public and private sector (AP1); enhancing language (lang) and Asian Studies (AS) instructional capacity through pedagogy training with growing communities of K16 teachers (AP2); and effectively delivering and diversifying access to AS and Less Commonly Taught Language (LCTL) instruction through Community Colleges (CC) (CP1) and Colleges of Education (CoE) (CP2) partnerships. IMCAPS proposes activities for 2018-22 consistent with 4 goals: i) Strengthen education pipelines that underlie K16 students’ acquisition of advanced proficiency in LCTLs (AP2, CP2); ii) Create new curricular pathways to advance career competencies in LCTLs and AS (AP1); iii) Diversify and extend AS outreach partnerships with CCs, K12 schools, and library systems (CP1, AP2, CP2); and iv) Build on foundational efforts of the 2014-18 NRC to create distinctive programs for advanced, in-depth lang and area studies in Southeast Asia (SEA), South Asia (SA) and the Pacific Islands (PI).

1.A. Program Quality: Goal 1: Strengthen education pipelines that underlie K16 students’ acquisition of advanced proficiency in LCTLs (AP2, CP2): IMCAPS is a key contributor to Utah’s national preeminence in Dual Immersion (DI) education (see sections 8, 9). We will partner with UU’s Second Language Teaching and Research Center (L2TReC), UU’s Confucius Institute (CI), and K12 schools to advance proficiency in the large cohorts of Chinese (C) DI students transitioning to HS and postsecondary education. To support the growth and successful expansion of DI, NRC funds will create *Mandarin Matrix* teacher manuals; run summer content workshops for HS DI bridge instructors; and train HS DI instructors in Oral Proficiency

Interview (OPI) assessment. By implementing these K12 programs, coupled with postsecondary Culture and Language Across the Curriculum (CLAC) instruction, study abroad (StAB) and programs of study tailored to DI students (see Goal 2), within a decade IMCAPS will graduate large cohorts with unparalleled C proficiency and cultural competencies for international careers.

IMCAPS will use NRC resources to fund professional development (PD) pedagogy workshops for K16 lang instructors across this region (AP2). We will tailor workshop themes to instructors' needs, emphasizing training for innovative pedagogy for face-to-face and distance-based learning, strategies for diverse classrooms, and instructional techniques and technologies to advance proficiency in diverse lang learners.

We will also recognize and advance lang proficiency among heritage lang learners (HLLs). Utah is a dynamic immigration destination and over 40 Asian and Pacific langs are spoken by our K12 students, creating a rich foundation for multilingual student populations and UT's workforce. UUAC supports successful community-based Arabic language instruction for youth and adult HLLs from Somalia, Iraq and other regions of origin. In 2015, Utah became 1 of 31 states to award HS students a Seal of Biliteracy to recognize graduating seniors' proficiency in two or more languages, with a goal of "helping students" and their future employers, "recognize the...tangible benefits of being bilingual." The Utah State Board of Education (USBE) is challenged to equitably award the Biliteracy designation due to a lack of tools for assessing LCTLs across 3 modes of communication. IMCAPS will create proficiency assessments and train a corps of assessment specialists for 2 LCTLs – Tongan and Nepali – to address current assessment needs for Biliteracy Seal programs in UT and across the nation. This initiative is in partnership with L2TReC, which is seeking complementary funding in a Title VI LRC application.

Past NRC support laid foundations for UU to launch new degree programs in two critical langs – Korean and Arabic. A Korean Studies Major proposal under review and projected for approval in AY 2019-20, will make UU, along with BYU, one of just 9 Korean Studies majors offered at U.S. universities, allowing IMCAPS to advance opportunities for Korean Studies degree certification, and address national need for Korean lang expertise (AP1). NRC funds will support a tenure-line Arabic lang professor in the Dept. of World Languages and Cultures (WLC), allowing UU to create an Arabic Studies major during this cycle. The Arabic Studies major will expand Middle East Studies into a lang degree certification, bolster NRC-supported developments in Transnational Islam and South/Southeast Asia-Middle East (ME) interconnections, and advance student proficiency in a critical lang with national need (AP1).

Goal 2: Create new curricular pathways to advance career competencies in LCTLs and AS (AP1). We will transform IMCAPS curricula to heighten LCTL proficiency, multidisciplinary perspectives on AS (AP1), and professionalization in areas of national need (AP1). First, we will expand Culture and Language across the Curriculum (CLAC) instruction within IMCAPS to develop and sustain advanced LCTL proficiency and teach discipline-specific, career-oriented lang skills. IMCAPS will introduce innovations to CLAC to meet the needs of C DI students arriving at the universities in 2021 seeking to sustain and sharpen their advanced proficiency levels while building disciplinary knowledge and meeting degree program requirements. UU will create several C lang trailers for gen ed courses in social and behavioral sciences, as well as CLAC project-based, collaborative learning. BYU will formalize CLAC by creating C, J & K trailers for its *Survey of Asian History* course. IMCAPS, with UU/BYU's Title VI NRC Intermountain Consortium for Latin American Studies (IMCLAS), will run CLAC pedagogy workshops to effectively implement CLAC for international career preparation (AP1).

Interdisciplinarity in AS is key to meeting the Association of American Colleges and Universities' charge for 21st century education that builds students' global sophistication, engagement and lang proficiencies. Therefore, UUAC, collaborating with UU's Center for Latin American Studies (UUCLAS), will leverage a UU Office of Global Engagement (OGE) grant and NRC funding to support faculty members incorporating AS into their syllabi and instructional approaches and to assess global learning outcomes in general education across disciplines. Curricula internationalization to achieve cultural competencies and career readiness also underlies the new International and Global (IG) general education requirement introduced at our partner, Salt Lake Community College (SLCC). IMCAPS and IMCLAS will use NRC resources to assist SLCC faculty in a) AS professional development b) implementing a robust IG curriculum. We will provide PD workshops for faculty and administrators on global learning outcomes assessment and developing career competencies in Intn'l and global studies curricula. SLCC faculty will be fully involved in jointly planning AS programming and speaker visits. We will also support SLCC faculty participation in national and regional AS conferences such as the Western Conference of the Assoc. for Asian Studies (WCAAS) and annual travel for 2 SLCC faculty members and 1 IMCLAS/IMCAPS administrator to attend the *Global Studies Conference on National Resource Center, Community College and Minority-Serving Institution* (CP1).

IMCAPS will organize 8 conferences from 2018-22, each providing graduate and undergraduate students with academic professionalization, competencies for careers in AS research, and direct interaction with scholars and professionals in AS fields (AP1). Conference themes, which include Zainichi Literature; Interconnected Asia and the US West; International Security in Russia and Asia; Japanese Scrolls in BYU's Art Collection; Islam in Asia; Asian Families in the 21st Century; Pacific Island Studies (See goal 4); and New Religions in Asia, will

be linked to course-based learning objectives and professional socialization activities (e.g., moderating paper sessions and opportunities for presentation and critical analysis of scholarly work). UU/BYU will also create 7 new courses over the 2018-22 cycle that extend AS content to nonlang disciplines. New courses include *SEA Politics* and *Intro to PI Studies* at UU; and *Asian Art History*, *SEA History*, *Humanities of South Asia*, *Mongolian Empire*, and *Chinese Political Culture* at BYU.

IMCAPS will create experiential learning and career exploration related to LTCLs and AS. Specifically we will develop StAb and internship programs in SEA, China, and India that build competencies for employment in the business, education, nonprofit and government sectors (AP1). We will expand and share programs that prepare students for global career opportunities and cultivate social connections to professionals working in Asia. UU's Intn'l and Area Studies (IAS) advisors organize a well-attended *Going Global* career panel each year, along with several interrelated career exploration exercises. Building on past success, in the 2018-22 cycle IAS will coordinate 2 *Going Global* panels per year to broaden students' access to employers and alumni who utilize lang and AS in their professions. BYU's Kennedy Center for International Studies (KCIS) recently initiated an *Ask Me Anything* (AMA) series, in which students engage in dialogue with alumni employed in diverse Asian and US government organizations. We will expand *AMA* in the next cycle, and renew efforts to jointly plan and share the events across IMCAPS to maximize returns and foster community among UU, BYU and SLCC students.

Goal 3: Diversify and extend AS outreach partnerships with CCs, K12 schools, and library systems (CP1, AP2, CP2). IMCAPS will leverage children's literature, as taught by K12 teachers and school librarians, as a vehicle to extend AS outreach. IMCAPS (and IMCLAS) will create a special section of the UU graduate level course *International Children's and*

Adolescent Lit to train teachers to use literature by Asian authors to instruct children about Asian societies and cultures (CP2). IMCAPS and IMCLAS will also collaborate with CoE faculty to support the *READ-U* center (Reading for Empathy, Awareness, and Diversity with U) at UU and support BYU's CoE social skills reading initiative (CP2). These programs will provide access for UT teachers, educators and librarians to books by Asian authors curated by faculty with expertise in children's lit, and accompanying lesson plans and resources. IMCAPS will also train pre-service and in-service teachers, and school librarians, to effectively integrate the books and AS themes into their curricula (AP2). Annually, IMCAPS/IMCLAS will jointly support one author/illustrator visit to give talks at the CoEs and conduct a workshop for educators/librarians. We will contribute to a *Global Read* Webinar to further support teacher PD on AS through children's literature.

IMCAPS will partner with UU's Center for Research on Migration and Refugee Integration (CRMRI) and public libraries to organize a shared reading event, "The Big Read," focused on a contemporary book addressing Asia and issues of migration and refugees. NRC funds will sponsor an author public lecture and a workshop for K16 teachers and librarians on *Teaching Asia and Migration* (AP2, CP2). This IMCLAS-CRMRI-public library partnership will also host a film screening and panel of "Refugee Origin Stories" about modern Asian migration. This event will provide avenues for local Asian immigrants to share experiences, while educating the wider public on the social, economic and political realities contributing to global migrations.

IMCAPS has cultivated rich relationships with community organizations to provide international film screenings, performances and lecture series that foster greater public knowledge of Asia (See section 9). In the next cycle, IMCAPS will cosponsor Asian cultural performance as part of BYU's "Bravo" performing arts series, curate Asian films for BYU's

International Cinema, cooperate with the CI to host Chinese New Year and Culture Week events across UT, and cosponsor a PI Film Series/K12 teacher workshop (AP2, CP2) (See Goal 4).

IMCAPS regularly partners with UU's Tanner Humanities Center (THC) to conduct *Gateway to Learning* weeklong summer seminars, in which AS experts share knowledge and strategies for integrating Asia into curriculum plans. In consultation with local teachers and USBE, IMCAPS will develop new workshop programs on themes that address needs of K12 educators seeking to build capacity in AS to teach advanced placement (AP) and the Common Core while obtaining professional development for licensure (AP2, CP2). Over the 2018-22 cycle, *Gateway to Learning* workshops will focus on themes like Asian Art History, PI Studies, and China and the Transcontinental Railway. PI Studies is particularly relevant to local educators due to Utah's large and fast growing PI population and UU's PI Studies Initiative (See Goal 4). IMCAPS will join with the UT State Historical Society, Utah Museum of Fine Arts (UMFA) and ethnic Chinese associations to organize educator workshops linked to the sesquicentennial celebration of the "Golden Spike," and local efforts to recognize Chinese laborers and transpacific connections to the transcontinental railroad.

Goal 4: Create distinctive programs for advanced, in-depth lang and AS in PI, SEA, and SA. With generous institutional resources, UU will establish the mainland's preeminent center for PI Studies, with emphases on interdisciplinary research, engaged teaching and outreach to UT's large and diverse PI population (see Section 9). Using NRC funding, UUAC will be a driving force behind the creation of a PI Studies Certificate at UU. Specifically, we will provide support for instruction in 1st and 2nd year Tongan and Samoan langs, and develop an *Introduction to Pacific Studies* course. UUAC will continue to cosponsor widely-attended community and K12 outreach film screenings and paired teacher workshops on contemporary PI

issues. Creation of a one-of-a-kind PI Studies degree certification marks the culmination of past NRC investment in outreach (e.g., “First Friday” PI film series) and course creation; supported by UU’s PI Studies cluster hiring initiative which added 4 PI tenure-track faculty across 3 colleges from 2016-2018, and a major Mellon Foundation Grant to UU faculty (under review) on *PI Studies in Utah: Indigeneity and Diaspora*.

In partnership with colleagues from the Center for Pacific Island Studies (CPIS) at U of H-Mānoa (UHM), IMCAPS faculty will develop a *Teaching Oceania* iBook on *Pacific Islanders and Diaspora*. This open-source instructional resource for K16 students dovetails with UU’s PI Studies Certificate development and parallel efforts at CPIS-UHM. Noting the lack of a U.S. PI studies association and the scholarly benefits of such an association, UU and UHM faculty will engage other prominent PI Studies scholars to initiate an interdisciplinary U.S. PI Studies Association (USPISA). We will use NRC resources to host the first biannual meeting of USPISA at UU, which will also emphasize K12 teacher PD and scholarship related to PI.

In past cycles, IMCAPS has successfully built up SA and SEA faculty research, lang and nonlang course offerings, and program development (e.g., 2 5-year Luce Foundation Grants to support the Mekong Region Development Research Group). IMCAPS has made significant strides toward a unique, Indo-Pacific emphasis linking SEA-SA through themes of religion, diaspora, and security. We plan linked SEA-SA initiatives for 2018-22 that build upon the past cycle to further develop this unique regional node of scholarship and instruction. Building upon notable, extensive SA and SEA language offering within IMCAPS (Hindi/Urdu and 7 SEA LCTLs shared across UU/BYU), in this cycle we will leverage experience with course-sharing and distance-learning to expand SEA LCTL instruction, in particular by creating fully shared Vietnamese and Cambodian courses with SLCC in the 2018-22 cycle (CP1). We will also

expand Hmong Studies in IMCAPS, regularly offering beginning and intermediate Hmong language at BYU in order to meet demand among researchers, esp. in the BYU Anthropology Dept's Hmong culture and diaspora emphasis, and UT's growing Hmong population HLLs.

To create greater depth and interdisciplinarity in IMCAPS' SEA and SA curricula, UU and BYU will each develop and design institutional infrastructure and curricula for faculty-led SEA and SA StAb. BYU faculty will design and teach new courses on *SEA History* and *Humanities of South Asia*. Building on a Luce-funded initiative, UUAC will continue to offer an overseas *Internship in SEA Development* and BYU will continue to offer its SEA public health internship program (see section 8.D.a). IMCAPS faculty will also co-design and co-teach a biannual, interdisciplinary course on *Globalization and Mobility in SEA and SA*. This course will capitalize on diverse strengths in SEA and SA within the consortium, provide preparation for careers in SEA and SA (AP1), and extend hybrid online and distance learning models to facilitate student exchange across our institutions.

1.B. Timeline: IMCAPS will initiate all proposed activities in accord with institutional funding and priorities, IMCAPS and univ. staffing resources, and ongoing campus, K16, and community efforts that we cosponsor with NRC funds. The year is denoted for each activity throughout section 1.A., in Table 1 below, and in the IMCAPS budget worksheet.

PI Studies initiatives with UHM will incorporate exchange and events that are cost-shared by IMCAPS and UHM's CPIS. AS workshops and conferences are timed to mesh with related course instruction at BYU, UU and SLCC in order to meet our goal of student participation and professionalization. Activities are funded in years when demand for resources correlate with shifting enrollment patterns or key events/transitions. For instance, utilization of

NRC resources to support Chinese DI content workshops and OPI assessment training aligns with students' transition into HSs and new training needs. Our activities development plan is

Table 1. Major Activities in IMCAPS Development Timeline, 2018-22					
		Y 1	Y2	Y 3	Y4
<i>Goal 1: Strengthen pipelines underlying K16 students' acquisition of advanced LCTL proficiency</i>					
Act1.1	Create Mandarin Matrix teacher manuals				
Act1.2	DI Bridge summer content workshops				
Act1.3	DI instructor OPI assessment trainings				
Act1.4	PD pedagogy workshops for K16 lang instructors				
Act1.5	Support community Arabic instruction				
Act1.6	Create of Biliteracy Seal assessment program for 2 LCTLs				
Act1.7	Create Korean Studies Major				
Act1.8	Create Arabic Studies Major				
<i>Goal 2: Create new pathways to advance career competencies in AS and LCTLs</i>					
Act2.1	Expand CLAC for Chinese DI students				
Act2.2	Formalize CLAC in BYU's Survey of Asian History				
Act2.3	CLAC pedagogy workshops				
Act2.4	AS across the curriculum faculty development support				
Act 2.5	SLCC-UU-BYU joint workshops				
Act 2.6	SLCC faculty PD, travel support, Glob. Studies Conf				
Act 2.7	IMCAPS cons: student professionalization				
Act 2.8	IMCAPS new course creation				
Act 2.9	StAb dev: China for adv proficiency Chinese learners				
Act 2.10	Organize 2 Going Global Career Panels				
Act 2.11	Organize joint AMA alumni mentoring forum				
<i>Goal 3: Diversify and extend AS outreach partnerships with CCs, K12 and libraries</i>					
Act3.1	Create & offer grad Int'l Children's & Adolescent Lit course				
Act3.2	Read-U & Social Reading Program				
Act3.3	library "Big Read" author visit/teacher PD				
Act3.4	Refugee film screening & panel on Asian refugees				
Act3.5	Bravo Performing Arts Series - Asian cultural performance				
Act 3.6	Asian Filmmaker support for BYU International Cinema				
Act 3.7	K12 teacher workshops				
<i>Goal 4: Create distinctive programs for advanced in-depth lang and AS in PI, SEA and SA</i>					
Act4.1	Implement new PI language instruction				
Act4.2	Develop Intro to PI Studies course				
Act4.3	Organize PI Issues film series + teacher PD				
Act4.4	Create Teaching Oceania I-book resource				
Act 4.5	Create USPISA, 1st USPISA conference & PI jr scholar PD				
Act 4.6	Offer fully shared SEA LCTLs at SLCC				
Act 4.7	Expand Hmong lang instruction at BYU				
Act 4.8	StAb development - SEA and SA				
Act 4.9	course dev - SEA Hist, SA Hum, S&SEA Globaliz&Mobility				
Conducting Activity, with full/partial support from NRC					

designed to sustain and advance the momentum of accomplishments within previous NRC cycles (e.g., we will build on past institutional and NRC investments to create the Korean major (Yrs 1-2) and Arabic major (Yrs 3-4) at UU following requisite curriculum approvals and faculty recruitment). Other activities will roll out in anticipation of future growth and need within IMCAPS, such as CLAC in social and behavioral sciences for advanced proficiency DI students, and lang pedagogy workshops focused on distance-based instructional and online methods.

Our development plan will build and sustain capacity for advancing proficiency and instructional capacity for Asian LCTLs and AS while responding to our partners' initiatives and needs. Our activities will produce outcomes that meet national needs in the areas of LCTL proficiencies and international, regional and –cross cultural knowledge for a globally competent workforce and citizenry.

1.C. Costs of Proposed Activities. IMCAPS shares staff with other units to minimize costs.

Attaining our 4 goals and operating IMCAPS programs will require continued NRC funding for portions of several staff salaries. At UU this includes the Project Coord; the FLAS Coord who will also manage CLAC courses; and the K16 Outreach Coord who will manage all K12 and CC partnerships (CP1). All 3 are shared with UUCLAS and the Outreach Coord also supports IS and ME Studies. At BYU, the NRC/FLAS Coord will be shared between AS and LAS.

UU and BYU have taken over an increasing proportion of AS funding during the last NRC cycle. UU now pays for 40% of the FLAS Coord, 50% of the Outreach Coord, and 100% of the AS advisor and AC Dir and FLAS/Grad Dir course buyouts. To support this application, UU hard-lined the Korean Lang position created with 2010-14 NRC funds; funded a Korean career-line lecturer; funded a new Japanese career-line lecturer, funded 2 Asian CLAC TA lines;

and pledged \$20,000 annually in program support for UUAC. BYU KCIS pays 100% of AS staffing costs and 50% of the shared NRC/FLAS Coord. BYU pays 100% of the AS Coord's course buyout. Supplementing NRC funds, BYU supports 100% of Tagalog instruction, 50% of the cost of the rotating instructor line in CJK as well as 50% of the cost of instruction in intermediate Cebuano, Hindi, Hmong, Indonesian, Thai, and Vietnamese.

Most events at UU and BYU are co-sponsored with other campus units to maximize NRC resources and audience. All K12 C training and outreach is shared with the BYU C Flagship; BYU's Col of Fine Arts performing arts series covers the bulk of the cost of outreach to 5 local elementary schools with C DI programs. The UU CI covers the costs of most C-related community and K12 outreach and campus activities at UU, UVU, and DSU. Costs for SEA curriculum development, workshops, and other activities are shared with a Luce Foundation Grant (\$450,000 for 4 years). A UUAC Korea Foundation grant (\$254,800 over 4 years) seeds a professorship in Korean Politics, fully matched by UU. IMCAPS FLAS has awarded more FLAS fellowships (BYU average: 33/year; UU average: 30 30/year) because tuition at both universities is low and UU provides a waiver for 75% of grad tuition for FLAS recipients.

1.D. Impact on Undergraduate Training. NRC/FLAS funds requested for 2018-22, coupled with funding pledged by UU and BYU, will impact UU/BYU undergrad training in Asian and Pacific Studies. UU will create 3 new degree programs: a Korean Studies major, an Arabic Studies major, and a PI Studies undergraduate certificate. BYU will broaden lang and nonlang instruction to build one of the country's few Hmong Studies programs. BYU will formalize CLAC in their undergraduate AS curriculum, while UU will sustain and refine CLAC through regular training in CLAC pedagogical methods and broadened, reconfigured CLAC curricula geared toward incoming, advanced Chinese DI students. Developing new StAb programs will

enhance cultural competency and advanced lang in SEA, SA and China. Through consortium sharing of outreach, career exploration and alumni networking events, IMCAPS undergraduates will gain professionalization in AS and better access to resources for career exploration and training in government, education, business and the nonprofit sector careers.

As a result of shifting enrollment patterns, K16 outreach (especially with DI and SLCC), and program development (new language majors), UU and BYU anticipate significant growth in advanced lang enrollments and graduates with advanced proficiency in Asian LCTLs, esp in Korean, Arabic, and Chinese. As UT's DI students advance through the K12 pipeline and reach college, starting in 2021-22, and as our secondary lang programs expand and improve, UU, BYU and other UT universities will have a growing number of bilingual undergrads for whom the proposed programming will create and sustain advanced lang curriculum, appropriate area and professional studies, experiential learning in LCTLs, and opportunities to take a 3rd lang.

SECTION 2. STAFF RESOURCES: **2.A.a. Faculty and Staff Qualifications:** (Appx 2 details the qualifications IMCAPS faculty/staff.) Kim Korinek, Assoc Prof of Sociology, has served as UUAC dir since July 2017, and previously served as UUAC Assoc Dir from 2011-15. Korinek has been an Asia Research Institute Senior Research Fellow at the National University of Singapore and a Wellcome Trust Postdoc Fellow at Mahidol University, Thailand. Since 2012 she has been PI of the Henry Luce Foundation funded “Mekong Region Development Research Group” which builds capacity and relationships for research across SEA, and the National Institute on Aging-funded “Vietnam Health and Aging Study” (2017-2022). Korinek has authored numerous articles on issues of social inequality, population, health and aging in Vietnam, Thailand, and developing Asia more broadly. Eric Hyer, Assoc Prof. of Poli Sci, has been the BYUASP coordinator since 2008. He published *The Pragmatic Dragon: China's Grand*

Strategy and Boundary Settlements (2015) and has received support from the Chiang Ching-kuo Foundation, been a Fulbright Scholar and Pew Faculty Fellow at Harvard's Kennedy School and is a Council on Foreign Relations International Affairs Fellow at the State Dept's Office of China Affairs (2018-19). He has co-managed the Title VI NRC consortium since 2010.

To maximize efficiency, BYUASP and UUAC share staff with other programs. UUAC operates in the IAS office and shares 7 FT employees and 2 PT students with UUCLAS. Staff have extensive int'l experience and advanced lang skills and receive ongoing professional development through UU. Since 2014, IAS added 3 FT staff positions. Assoc. Dir.-Admin Bryce Garner (MPA, BA Hist/AS; speaks J, Viet, and C), has 8 years' experience working for UUAC/CLAS, handling daily operations, staff oversight, budgets, and grant administration, including Title VI NRC and FLAS. His recent upgrade to Assoc. Dir.-Admin is evidence of additional center support from central administration. Other FT staff include: 3 Academic Advisors, 1 FLAS and Events Coordinator, 1 K16 Outreach Coord, and 1 Program Asst. (see 2.A.c and 2.B.b). UUAC staff also includes 1 FTE dedicated to CI K12 outreach (AP2, CP2).

BYUASP is housed in the KCIS with other area studies programs, including the NRC for Latin American Studies (consortium with UU), and study abroad office. BYUASP has admin support from the KCIS dir; 3 assist dirs over acad programs, events/outreach, and int study programs; 2 academic advisors; 4 StAb/internship advisors (plus 6 support staff); 1 accountant and 2 financial assistants, 2 communications coords, 1 event/marketing coord, 2 risk safety and security managers, 1 computer/technical support officer, a travel office with 4 FT employees and approx 85 student assists. BYUASP shares a .75 FTE FLAS coord with the Latin America NRC.

IMCAPS has 237 affiliated teaching faculty, 179 of which are tenured/tenure-track. They are highly qualified, productive scholars who publish with major presses and in journals for their

fields (see Appendix 2). Their work has been awarded grants and fellowships from the National Academy of Sciences, NEH, ACLS, NIH, NSF, Japan Fdn, Guggenheim, Ford Fdn, RW Johnson Fdn, National Geographic Society, USAID, World Bank, Chinese Academy of Social Sciences, Fulbright, and others. They are active in national and int'l scholarly organizations, notably ACTFL (CLS Dir Clifford was president 2x). IMCAPS faculty also act as consultants to local, national, and intl organizations including: local SLC and UT NGOs, USBE, College Board, Educational Testing Service, World Bank, ACLU, International Ecotourism Society, Global Sustainable Tourism Council, Human Rights Watch, and UN agencies. Their expertise is sought by many US and Asian government entities, e.g., US State Dept, Senate Judiciary Committee, and the House Committee on Homeland Security; Ministry of Tourism, Fiji; Ministry of Health, Papua NG; Ministry of Justice, Sri Lanka; Steering Committee on Ed, Pakistan.

2.A.b. Professional Development: UU offers research grants to faculty through the Univ Research Committee (URC), Interdisciplinary Research Program, Collaborative Research Support Program, Funding Incentive Seed Grant Program, and others. All these grants can be used for travel abroad. The URC, THC, and individual colleges also fund research leaves in addition to regular sabbaticals, which occur every 6 years. BYU has a generous program wherein every 5-6 years faculty receive 1-2 semesters off for professional development. BYU's Office of Research and Creative Activities supports faculty research and grant writing boot camps. Depts, colleges, and KCIS have generous funds for research and conference travel. BYU's Faculty Center offers ongoing faculty PD on teaching and publication strategies (see 4.A.b). UU College of Humanities (CH), UUAC, and BYU's KCIS also support ongoing PD for staff, including funds for conference and training program attendance and enrollment in courses and degree programs. Academic advisors and outreach coords attend at least 1 national conference per year.

2.A.c. Teaching, Supervising and Advising: All IMCAPS faculty, including the program dirs., teach and advise undergrads and most supervise grad students. Most courses are taught by tenure-line faculty or FT lecturers. Since 2014, UUAC has increased its advising staff who mentor students on study plans that integrate StAb, internships and career planning. The academic advisors spend 50% of their time with AS students. KCIS's 2 FT academic advisors and 3 student advisors devote 40% of their time to students pursuing AS related degrees (see 8.B.a). BYU and UU's FLAS coordinators hold regular sessions on writing scholarship applications and work closely with each campus' professional development and careers offices.

IMCAPS faculty have received numerous departmental, college, and university teaching awards. At UU, the Univ Teaching Committee and Council of Dee Fellows provide teaching grants that can be used for intl travel. UU AS majors complete a capstone project with a faculty mentor and the Dir teaches the required capstone research and career exploration course. At UU, AS faculty also chair many MA and PhD committees and at BYU AS faculty chair Honors thesis committees. Student research programs at each school fund faculty-mentored research and host annual mentored student research conferences (UU: 3/year; BYU: 1/year). Students annually publish a journal, *The Rice Papers*, under the supervision of BYUASP faculty.

2.B. Staffing, Oversight, Faculty Involvement, Administration, and Outreach: For staff info, see 2.A.a. Faculty affiliate with UUAC and BYUASP, neither of which holds its own lines. At UU, the dir oversees the AS academic programs, all center activities, and the CI, in consultation with its dir. The UUAC has a 5-member faculty advisory board and curriculum committee that meets formally at least 1x/year and frequently consults informally. UUAC faculty meetings are held 1-2/year to debate initiatives and vote on program revisions (attendance 30-40 people). Each year UUAC forms a faculty committee representing the lang, regional, and disciplinary range of

applicants to decide on admissions and awards (See FLAS Section 10). The BYUASP Coord reports to the VP for Int Affairs and leads a committee (40 faculty, including the AS librarian who teaches a core AS course) that meets each semester to review initiatives. An exec committee (3 faculty in 3 disciplines) oversees program/curric changes, and decides on admissions and awards. 2018-22 initiatives were developed by faculty teams to reflect their strengths/interests.

The UUAC Dir meets weekly with the other area studies program directors, who report to the CH Dean and Assoc Dean for Research and consult regularly with the OGE. The KCIS Dir is an associate international VP and sits on the Intl and Area Studies Committee chaired by the Intl VP along with the FHSS and CH deans. The AS coord meets monthly with other KCIS Area Studies coordinators and annually with the IAS committee to report on the year's AS activities and review initiatives. UUAC outreach is handled by 1 K16 outreach coord, 1 FLAS and events coord, and the CI Dir and K12 outreach coordinator (who handles all C lang outreach). At BYU, outreach activities are handled by the BYUASP Dir, KCIS Assist Dir for events and outreach, 1 FT events/marketing coordinator, and 15 PT students.

2.C. Nondiscrimination: Both UU and BYU are Affirmative Action/Equal Opportunity Employers and meet the standards of the Americans with Disabilities Act. UU's 109 AS faculty include 59 women, and 64 underrepresented minorities. UU's nondiscrimination policies and procedures are codified in UU's official Nondiscrimination Policy Rev. 2 and the Equal Opportunity and Nondiscrimination Employment Policy. BYU's nondiscrimination policies and procedures are outlined in the University Equal Opportunity, Grievance, and Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies. At BYU, 40 of the 128 AS faculty are underrepresented minorities, 41 are women. Both centers have diverse staff. As we

hire new staff and faculty, we are committed to expanding our diversity. When conducting hiring searches, we adhere to fair hiring practices and procedures.

SECTION 3. IMPACT AND EVALUATION **3.A.a Impact:** IMCAPS has 1392 majors and minors in AS related lang and areas studies programs (Section 8.A.b) and 6,395 students enrolled in our AS lang courses (Section 7.A.a.). Our collaboration with SLCC (CP1) will expand these figures and make our NRC resources available to the majority of students in UT. Through our partnerships with USBE and K12 schools, we impact the curriculum and classroom experience of thousands of additional students, preparing them to excel in lang and area studies in university and careers. As national leaders in lang instruction and assessment, IMCAPS provides resources, training and consulting for the improvement of AS lang ed across UT and nationwide (see 7.D.a and 9.A). **Hundreds of thousands of people attend Asia-related events** sponsored by UU and BYU each year and use web-based and other resources we produce (Section 9.C.).

Among recent IMCAPS grads, **about half were placed** in Asia-related careers that serve national needs, including K12 lang teaching, the military (e.g., US Air Force, Dept. of Defense Staff Officer, nuclear engineer for military), NSA, law (e.g., NY state supreme court), CIA, FBI, foreign service, intl NGOs (e.g. International Rescue Committee), journalism, law (prosecuting attorney), intl business (Goldman Sachs, Business Analyst for World Trade Center Assoc. of UT), and higher ed (Americorps Coordinator, editor of NYU law school's *Journal of International Law & Politics*). About one quarter of UU AS and FLAS grads work in non-profits. Many agencies, universities, and businesses that desire students with advanced lang proficiency seek IMCAPS students in their organizations. The NSA located its new data center in UT and the UT National Guard's Military Intelligence Battalion has a LCTL unit and recruits BYU/UU grads. Goldman Sachs' SLC regional office takes advantage of local lang expertise and

recruits regularly on both campuses. In the last funding cycle, 16 BYU students interned at the dept. of State. BYU is a top feeder school for the foreign service, NSA, and CIA (one of a select few targeted universities for these organizations). Since 2014, **KCIS has hosted more than 100 events** focusing on career and internship opportunities in diplomacy, national security, and other public service areas (impact: **800 students**). (Table 3 lists IMCAPS program impact.)

3.A.b. Matriculation: One quarter of IMCAPS students pursue further grad study. In the last 4 years, BYU/UU have placed AS students in MD, MBA, JD, MPH, and PhD programs (e.g., Russian, Japanese, linguistics, music, political science) at UC Berkeley, Columbia, U of Chicago, Duke, National Taiwan University, Kent State, Rice, Arizona State U, Indiana U, UHM, U of Michigan, UVA, Northwestern, Harvard, and Vanderbilt.

3.B. National Needs, Information Dissemination: IMCAPS trains students in 21 critical langs and provides lang training for the US military (see Section 9 and 3.A.a for dissemination).

Table 3 Selected IMCAPS Activities and Impact 2014-2018		
	<i>Activities/Outputs</i>	<i>Impact</i>
University Impact	Asian LCTL Courses	305
	Asian LCTL Enrollment	6,395/annually
	Career Exploration & Networking Event Attendance	500/annually
	Asia Study Abroad/Internship Student Participation	500/annually
	Asian Area Studies Courses (non-language)	456
	Language majors	1,060 currently
Community Impact	K-12 Teacher Workshops Attendance	2,000/annually
	K-12 & SLCC Class Presentations Attendance	200/annually
	Chinese DI Summer Camps Attendance	1,000/annually
	Public Events Attendance over 4 years	1,000,000
Regional and National Impact	DI Language Instruction (students and teachers)	330,000
	National Chinese Language Teachers Conference	1,300
	IMCAPS Conferences Attendance	100/annually
	STARTALK Summer Program Attendance	500
	FLATS Exams Administered	548/annually
	Annual Dual Immersion K12 Conference	400/annually
	L2TReC Assessments and Trainings Attendance	500/year

3.C. Equal Access: Both BYU and UU are fully committed to providing equal access for all individuals. Both schools are expanding efforts to promote FLAS to underrepresented groups of

students. BYU's FLAS coordinator promotes FLAS through Multicultural Student Services events and the Global Women's Studies program. UU's K16 Outreach Coord markets AS degree programs and FLAS to minority student groups on campus (Asian Americans and Pacific Islanders, Diversity Scholars, Transfer Diversity Scholars, and others) and in high schools and colleges across the state (including SLCC—CP1). Both campuses are barrier-free, allowing persons of all abilities access to IMCAPS programming. BYU's University Accessibility Center and UU's Center for Disability Services work closely with students and staff to ensure that all individuals are able to participate in campus activities.

3.D.a. Evaluation Plan: The proposed evaluation plan operationalizes the goals and objectives described in the proposal narrative and identifies indicators to assess formative and summative progress toward project goals. IMCAPS' program evaluation will be managed by Clarity Social Research Group (CSRG), an independent, non-partisan consulting group specializing in needs assessment, program evaluation, and strategic planning for non-profit and government sectors.

CSRG's evaluation plan will provide key measures of project implementation and impact. Working closely with IMCAPS, CSRG developed measurable objectives for each project goal, as listed in the attached Performance Measure Form. Upon notice of award, CSRG will finalize the evaluation plan, including progress indicators, measurement frequency and methods, data sources, baseline and annual targets. In addition to tracking progress on each performance measure in the PMF, the evaluation plan addresses both *implementation* and *impact*.

Quantitative data sources will include objective measures from college/university administrative data including course enrollment numbers, numbers of newly developed courses offered, student lang proficiency assessment scores, numbers of workshops, events, conferences, and other grant-supported activities offered and the numbers of participants attending them.

Other objective measures will include newly developed lang assessment procedures and numbers of individuals assessed using them. These quantitative measures will help IMCAPS identify what was developed and offered with grant funds and help IMCAPS to examine how implementation of the proposed project components reflects the intended objectives.

Qualitative measures will be developed to identify how program participants perceive the utility, impact and effectiveness of specific activities. Qualitative methods of data collection will include surveys administered to participants in StAb programs, workshops, conferences and other events. In addition to surveys administered by CSRG, IMCAPS will continue to gather and analyze data from graduate exit interviews and other data collected regularly by our institutions.

A third part of IMCAPS' evaluation plan is a site visit in Year 3 by an external reviewer who will assess admin structure, staffing, academic programs and outreach, and suggest fruitful pathways for strengthening IMCAPS beyond the current NRC funding cycle.

3.D.b. Evaluations: IMCAPS conducted an external evaluation at the end of its first funding cycle (2014), which lauded BYU and UU's strengths in AS and recommended more collaboration between universities. This has been addressed through several fulfilled (2014-18) and proposed (2018-22) joint initiatives (see section 9 and section 1). BYU's KCIS, including BYUASP, was externally reviewed in 2016. It recommended more courses in supporting depts., and further developing SA studies, both of which are foci of the future funding cycle. UU and BYU routinely conduct student exit surveys, participant surveys for teacher trainings, faculty consultations and student focus groups to monitor the impact of activities and identify problems. In response, we began offering additional career mentoring events and panels. During the 2014-18 funding cycle, BYU and UU used OPI tests to monitor the proficiency levels of lang students. The tests showed a need for smaller lower division lang courses, so IMCAPS shared the costs of

an instructor with BYU's Dept. of Asian and Near Eastern Lang (ANEL) to decrease classroom sizes in C, J, and K and UU's Sr. VP approved a new J lang hire. L2TReC has worked with the section heads of each of the langs in WLC at UU to provide curricula consultations, syllabus updates, and assessment instruments to improve pedagogy training for instructors and produce clearer student proficiency learning outcomes. Working with USBE, we identified challenges in meeting the needs of DI students and implemented the Bridge program and more CLAC courses so our programs would be ready for the influx of DI students with advanced language skills.

3.E. Efforts to Increase Grad Placement: (For grad placement, see 3.A.a.) In 2018-22, IMCAPS will expand critical lang degree certifications, professional lang courses (CLAC), and programs for student professionalization and career readiness (AP2). We will strengthen student mentoring for careers in govt and public service and host additional *Going Global* and AMA events with recruiters from govt agencies, NGOs and businesses (See Section 1A). A survey by UU's Hinckley Institute of Politics (HIP) reported 50% of HIP participants go on to govt service.

3.F. (FLAS) Enrollment/Placement: 75% of our FLAS alumni are employed in sectors that use their critical lang skills. Our FLAS alumni serve in the Foreign Service, USAF, and Dept of Defense; and are employed by NGOs, in lang teaching and intl business (See 3.A.a., 3.A.b, 3.E.).

3.G. (FLAS) Addressing National Needs: All IMCAPS FLAS languages are priority langs. FLAS selection committees are instructed to give priority to professional school students and those planning careers in govt, public service, and education. IMCAPS advisors are trained to incorporate mentoring about government and NGO career pathways into their advising.

SECTION 4. COMMITMENT TO ASIAN STUDIES Both UU and BYU are dedicated to global engagement. Through its Global U initiative across the past decade, UU has established an Asia campus in Incheon, Korea, created chief global officer and deputy chief global officer

positions, initiated the Global Learning Across the Disciplines (GLAD) grants program, and established an Office of Global Engagement (OGE) that houses study abroad, global internships, English Language Institute, UU alumni association and services for intl students and scholars. Continuation of IMCAPS designation as an NRC is central to the Global U paradigm and wholly supported by UU. UUAC has leveraged Title VI and institutional funds to obtain grants from the Luce Foundation, Korea Foundation and others, which provided an *additional* \$1.95 million in support for faculty, outreach, library and institutional linkages over the last 4 years (external funding NOT included in Table 4). UU also supports L2TReC's application for Title VI LRC. BYU's commitment to IMCAPS includes support for the KCIS, premier language programs, a Chinese Flagship (C Flagship), and Title VI Centers for International Business Education (CIBE) and Latin American Studies (consortium with UU).

4.A.a. Operation of Center: See 2.A.a. for center staffing info. UUAC houses BA and MA programs and the CI. It shares 7 FT staff and 2 PT student employees with IMCLAS (Title VI NRC for Latin American Studies) and shares space (staff offices, classrooms, conference rooms) with other area and intl studies programs. UU covers operational costs, a course buyout for the dir, a stipend for the director of graduate studies, and 92% of UUAC staff salaries (see Table 4). BYUASP is one of 8 academic programs within KCIS, sharing a building with classrooms, conference rooms, administrative offices and a staff of 21 FT, 6 PT, and 155 student employees supporting intl and area studies programs. BYU pays ASP program and staffing costs, the dir's course buyout and supplemental pay, and 50% of the NRC/FLAS Coord salary (Table 4).

4.A.b. Teaching Staff: All 237 IMCAPS faculty (teaching, research, and service at least 25% Asia) affiliate with UUAC and BYUASP, which do not hold faculty lines. UU's 109 AS faculty include 84 non-lang, 25 lang, 87 tenured/tenure track and 38 whose work is 100% AS. BYU has

128 total AS faculty: 68 non-lang and 60 lang faculty with 95 tenured/tenure track and 80 whose work is 100% AS. IMCAPS has hired 29 new faculty since 2014. Competitive awards for UU faculty total nearly \$3.5 mil annually for research, seed funding, equipment, and research leave (in addition to sabbaticals). UU provides \$140,000 annually in competitive funds for innovative teaching projects. Combined, BYU's Col of Family, Home and Social Sciences (FHSS), CH and KCIS provide roughly \$2.8 mil annually for faculty research and travel (Table 4).

4.A.c. Library Resources: UU and BYU fund salaries/benefits for AS library staff support and acquisitions (Table 4). UU and BYU libraries have digitized collections and share electronic materials through consortia to broaden faculty and student access to AS collections (Section 5).

4.A.d. Linkages with Institutions Abroad: IMCAPS has 72 MOUs in Asia. UU provides substantial support for StAb programs, internships, faculty exchanges, and research collaborations in Asia through its AC, Asia Campus, OGE, Global Health Initiative, and various colleges (see 8.A.c and Table 8.5). KCIS provides financial and staff support to manage linkages that colleges and schools have with numerous institutions in Asia. (Table 4 for financial support).

Table 4: Annual Institutional Support for AS		
Category	UU	BYU
Center Operation	\$345,000	\$351,692
Teaching Staff	\$7,907,958	\$12,758,006
Library Resources	\$376,000	\$744,900
Institutional Linkages	\$1,636,592	\$1,063,403
Outreach	\$509,975	\$2,207,785
Students	\$2,293,486	\$3,445,876
TOTAL	\$13,069,011	\$20,571,662

4.A.e. Outreach: UU and BYU employ 6 FT outreach staff and 15 PT student assistants (see 2.B) to K16, business, media, and the public. IMCAPS partners with entities on

both campuses for these projects: UU's THC, L2TReC, campus museums, radio, TV stations, University Neighborhood Partners (UNP), and BYU's C Flagship, performing arts, CLS, International Cinema, museums, radio and TV stations (Table 4).

4.A.f. Students: BYU subsidizes 2/3 of tuition costs for every student. Annually, BYU's CH additionally provides \$400,000, FHSS provides \$135,000, and KCIS provides \$725,000 for internship and StAb support. UU and BYU offer dozens of college and departmental scholarships, most can be applied to StAb. UU and BYU fund mentored undergrad research programs (\$24,600 last year for AS projects). UU MA and PhD students focusing on Asia (50 total) are supported primarily through departmental RA/TAships and over 50 fellowships (including FLAS) awarded through university-wide competition. UU gives a full grad tuition waiver for all RA/TAships and fellowships over \$15,500. BYU is primarily an undergrad institution, but offers departmental and university funding for qualified students (See Table 4 for student research funding, StAb scholarships, and tuition benefits. See also 4.B.). Last year UU gave nearly \$400,000 in scholarships for StAb and intl internships, an increase of over 20% since 2014. BYU's C Flagship and ASP, and UU's CI provide significant scholarship money for study in China. OGE provides support for nearly 3,000 intl students, the majority of whom are from Asia. Multicultural Student Services supports nearly 2,000 intl students, about 35% from Asia/PI. L2TReC and CLS provide proficiency assessments to lang students. UU and BYU also support roughly 30 student groups with connections to Asia (See Table 4).

SECTION 5. LIBRARY IMCAPS students and faculty have access to Asian holdings through UU's Marriott Library (MLIB), BYU's Harold B. Lee Library (HBLL), and the Family History Library (FHL) in SLC, the largest genealogical library in the world, which contains rich Asian primary sources. HBLL is consistently ranked among the top college libraries—and in 2017 HBLL received the Innovation in Instruction Award from the American Library Association. These libraries provide ample resources to support student and faculty research.

To maximize resources, MLIB and HBLL librarians have maintained a cooperative acquisition arrangement for area studies since the 1970s: BYU has focused on AS, and UU has focused on ME. This allows faculty from both institutions access to 2 stellar area studies library collections (see 5.B.a). BYU has the best AS library between the Mississippi River and CA with collection strengths in many geographic areas (C, J, K, Southeast Asia, Mongolia, South Asia) and academic subjects (history, country studies, missions, literature, and CJK language). MLIB's ME collection, including holdings on Islam in SA and SEA, is one of the largest in North America and recognized internationally as a major center for research.

5.A.a. Library Holdings: In the digital age, students and faculty have unprecedented access to library print and non-print materials, in both traditional and online formats. To expand access, MLIB and HBLL have been digitizing their collections and incorporating more electronic materials into their collections (see 5.B.b). MLIB subscribes to 125 databases relevant to AS (Table 5 shows the result of this shift to electronic resources, and includes the total number of AS items accessible through the library catalogs). These include print and online books, journals, articles, as well as maps, musical works, and special collections about Asian countries and their

Table 5: Print and Non-Print Materials (Bound and Electronic) Available through MLIB and HBLL Library Catalogs						
Material Type	UU's MLIB			BYU's HBLL		
	Total AS Materials	AS Materials in World Languages	AS Materials in English	Total AS Materials	AS Materials in World Languages	AS Materials in English
Print	57,451,663	5,567,246	51,884,417	34,384,168	9,248,677	25,135,491
Non-Print	116,138	14,654	101,484	54,877	42,050	12,827
TOTAL	57,567,801	5,581,900	51,985,901	34,439,045	9,290,727	25,148,318

langs. HBLL's Special Collection includes the Helen Foster Snow collection (roughly 3000 photographs, diaries and other documents from her sojourn in China from 1932-1942); the Fred Cook collection (20th century Chinese agriculture data, including 6,500 reports, nearly 50,000 print photographs and interviews with farm families); the Harry F. Bruning Collection (over 250

rare J materials including maps, hand-painted silk and paper scrolls, illustrated books, and 8th century printed scrolls), Victorian-era books about travel in China, Arabic manuscripts, maps, photographs, and oral history interviews with WWII veterans. HBLL's Music and Dance Library displays their collection of 45 rare instruments from Asia and contains musical scores, books, and recordings by Asian artists. BYU's Museum of Art houses an excellent collection of Asian art, notably woodblock prints from the golden age of Japanese printmaking (1760-1860).

MLIB's Special Collections has one of the top rare books collections west of the Mississippi. Rare Asian books include a set of sacred Buddhist writings printed in China in 1440, nearly 3,700 rare books in Arabic and Persian (many of which are unique to UU), the largest Arabic papyrus, parchment and paper collection in the US (over 1600 original documents), and rare books from SEA (including a palm leaf book). Special Collections also contains photographs, original manuscripts, audio and video recordings, oral histories, and other materials related to the Asian diaspora and Asian-American experiences (including the single largest corpus of materials on the Japanese internment camps at Topaz, UT). Other holdings include the Faye A. Sayegh Collection (405 boxes on his academic career and diplomatic service in Kuwait), Martin Levey Collection (books, manuscripts, articles, and personal papers about Islamic science and medicine), Lennox and Catherine Tierney Photograph Collection, significant materials from the Russian revolution, and a Pacific Islander oral history archive. "Saving the Legacy: An Oral History of Vets," containing over 600 histories from vets of the wars in Vietnam, Iraq, Afghanistan, and Korea, is being transcribed and will be archived in MLIB. UU's Museum of Fine Arts houses a substantial Asian collection (see Section 9.C.: Outreach).

5.A.b. Financial Support: The FT AS Librarian (Gail King, PhD Chinese Literature, Editor of *Journal of East Asian Librarians*) at BYU's HBLL is supported by 1 FTE Chinese Language

Cataloging Specialist, 1 Asian Cataloger, and one .25 student assistant, for a total of 3.25 FTE. The Russian collection is supported by 1 FT Russian librarian, 1 FT staff, and 1 PT student; the ME collection has a .3 FTE librarian. Total BYU library support last year was \$744,900 (salary & benefits, \$618,400; acquisitions, \$126,500). At UU, 2 librarians oversee Asian collections. Marie Paiva is an active participant in the American Library Association (ALA), serves on the East Asia Subcommittee of the International Relations Committee, and currently serves as a reviewer for Asian History, Languages, and Literatures section of ACRL/Choice's Resources for College Libraries. She curates special library exhibits (see 5.B.b) and offers workshops about AS resources for faculty, students and staff. The UU Middle East librarian (PhD History-Islam) is an active scholar who serves on the editorial boards of journals and as a book review editor. Additional support for AS is supplied by 2 catalogers (.50 FTE), and 1 ME part-time staff. UU also receives support from a dedicated Japanese Library fund. Annual UU library support for AS is \$376,000 (salary & benefits: \$206,000; acquisitions \$170,000).

5.B.a. Access to Other Collections: BYU and UU maintain a strong cooperative arrangement, granting all students and faculty full access to both institutions' collections, including access to special collections not available to other institutions. MLIB and HBLL are members of RapidILL, Greater Western Library Alliance, Assoc of Research Libraries, with access to materials in the Center for Research Libraries Catalog, and the cooperative Online Computer Library Center, with access to WorldCat, the world's largest library catalog. Through ILL arrangements, BYU students/faculty borrowed 28,869 materials and UU students/faculty borrowed 16,083 materials from other institutions last year.

FHL's Asia collection contains vernacular resources such as local histories, archival materials, biographies, local gazetteers, and other types of demographic data, including the

world's largest collection of C and K genealogies, the 3rd largest collection of C local histories, the largest collection of C civil and military service examination rosters from the Qing dynasty, samurai genealogies, land and village records from Japan, Hindu pilgrimage records from India, and oral genealogies and civic registrations from Indonesia, Malaysia, and the PI. The FHL is open to the public; IMCAPS faculty and staff, and scholars from around the world use the Asian primary sources. UUAC faculty Melvin Thatcher was the head of Asia and Pacific Acquisitions at FHL. BYU's HBLL includes a FHL satellite facility and students and faculty have on campus access to nearly all of the records in FHL's collection.

5.B.b. Access to Our Collections: Through library consortia (see 5.B.a), UU and BYU participate in reciprocal lending. Last year, MLIB loaned 23,993 materials to other institutions and HBLL 28,149. Through Utah Academic Library Consortium, faculty and students from other academic institutions in UT directly check out roughly 600 materials from both HBLL and MLIB annually. IMCAPS libraries are at the forefront of expanding digital access. Both HBLL and MLIB contribute their library content to the Mountain West Digital Library shared through the Digital Public Library of America (DPLA). MLIB hosts the program and staff and provides in-kind support such as equipment, office space, financial management, human resources, and licenses for the search portal. HBLL is a collections partner and hosting hub. HBLL and MLIB have been named by DPLA as 2 of the top 25 most accessed providers of content.

Both UU and BYU Special Collections departments have active public programs for scholars, universities, and the public. MLIB's "History of the Book" and "Treasure Chest" programs offer presentations showcasing Asian materials from the special collection to universities, high schools, community organizations, and the UT National Guard (among others) which reach approximately 4,000 people annually. Recent IMCAPS exhibits include: "Picturing

the Past” (UU Japanese photos), “Messenger of Thought” (UU Middle East book arts), “Fringe of Nirvana” (BYU India), and “Iranian Engravings” (BYU). All exhibits are digitized and put online for a wider audience. In addition, HBLL hosted 10 public presentations last year.

SECTION 6. NON-LANGUAGE INSTRUCTIONAL PROGRAM 6.A.a. Quality/Extent of

Courses: UU offers 257 non-lang courses in 40 departments, programs, and professional schools (30% of which have 100% AS content). BYU offers 199 non-lang courses in 30 departments, programs, and professional schools (42% with 100% AS content). See Table 6.2 and Appx 2.

6.A.b. Professional School Courses: IMCAPS offers 106 professional school courses with AS content (UU: 46; BYU: 60) (Table 6.2) and a variety of credit-bearing intl internships, externships, and faculty-led StAb for professional students (See 8.A.c and Table 8.5).

6.B. Interdisciplinary Courses: IMCAPS offers 246 interdisciplinary non-lang courses (UU: 174; BYU: 72) with significant AS content (Appx 1). IMCAPS students are required to take courses across a range of disciplines for the AS and IS/IR majors and minors, including interdisciplinary courses. UU’s Bus school, CoH, and SBSS jointly developed core curriculum that includes 9 AS courses. BYU’s Global Bus and Literacy minor (shared between CH and Bus school) requires proficiency in a foreign lang, business and lit/civ courses. All BYU undergrads can pursue CLS’s Language Certificate, requiring coursework in lang, culture, and lit.

6.C.a. Non-language Faculty: IMCAPS faculty are in nearly every college and professional school with expertise on nearly every geographic region of Asia (see 6.1). A total of 81 UU faculty outside WLC teach 312 non-lang AS courses. BYU has 72 AS faculty outside of langs

Table 6.1 AS Faculty by Region*		
Region	UU	BYU
East Asia	51	74
South Asia	16	5
Southeast Asia	15	19
Central Asia	4	4
Islam/Middle East	12	12
Russia	7	13
Pacific Islands	5	7
Asian American	7	2
Global Comparative	39	29
*some faculty are counted more than once because they focus on multiple regions.		

who teach 199 non-lang courses. Increasing non-lang faculty is a priority at both schools. In 2015, UUAC and Poli Sci used a Korea Foundation grant to seed a new tenure track position in Korean and Northeast Asian Politics. UU has attracted 15 new non-language faculty in the last 4 years: including 3 in Pacific Studies (community health, gender studies, history), 2 in Econ (SA), Soc (criminology in China), 1 in English (Asian-American experience). Recent BYU hires (7) include: Anthro (Mekong region), Media and Theater Arts, 2 in History, and sociology (SEA). Appx 2 details faculty qualifications.

6.C.b. Pedagogy Training: UU's Center for Teaching and Learning Excellence (CTLE)

coordinates efforts to improve teaching throughout the university and offers workshops, symposia, individual instructor evaluations and consultations, and a Higher Education Teaching Specialist certificate for faculty and graduate students. Many departments require TA training. BYU's Center for Teaching and Learning holds orientations for new faculty and TA training sessions on assessment, classroom management, and department-specific TA training needs. BYU produces many online training videos on pedagogical topics. The University Writing Program holds a required workshop each semester for all TAs who teach and evaluate student writing and assigns course-specific Writing Fellows to mentor students one-on-one.

Table 6.2 Depth of Non-language AS Courses		
Select Disciplines	# of courses	
	UU	BYU
Anthropology	11	11
Art and Art History	16	2
Communications	8	5
Dance/Ballet	5	10
Economics	18	4
English	5	3
Ethnic Studies	9	
Film Studies/International Cinema	6	1
Geography	16	6
History	41	23
Music	1	5
Philosophy	4	2
Political Science	18	24
Sociology	14	2
All Professional Programs		
Architecture and Planning	10	
Business/Management	8	23
Education	3	7
Engineering	0	1
College of Health/Health Sciences	3	2
Intern'l Affairs & Global Enterprise	3	
Law School	8	17
School of Medicine/Public Health	5	
Nursing and gerontology	3	2
Second Language Teaching		7
Social Work	3	1

6.D. Depth of AS Coverage: UU has 8 depts and professional programs offering more than 10 AS content courses (Table 6.2). Notable depts include Philosophy, with one of the highest ranked C philosophy programs in the US; History (6 tenure-line Asia experts), Political Science (30% of faculty work on Asia) and Art and Art History (9 courses with 100% Asian content). UU has notable concentrations of interdisciplinary Asian expertise in the areas of Pacific Studies (5), gender (10), demography and health (17 faculty), diaspora and migration (17), popular and visual culture (10 faculty), and development studies (22 faculty). BYU has 4 departments and 2 professional schools with 10 or more AS content courses. BYU is internationally renowned for faculty strength in linguistics and lang pedagogy (Section 7), has 11 faculty in Asian Humanities, 12 faculty in Asian political and economic development studies, as well as 9 faculty and courses in Buddhism across 3 departments (Hist, ANEL, religion). Together, BYU and UU have over 20 faculty researching popular and visual culture and film studies. BYU is expanding its Asian Humanities offerings with 3 new courses: East Asian Humanities (offered for the first time during the 2014-2018 cycle), South Asian Humanities (offered for the first time in 2019), and Asian Art and Architecture. BYU's CH runs the world's largest and longest-running univ international cinema programs, screening over 25 Asian films in 2017. BYU is one of only 3 universities in the country that offers a minor in International Cinema Studies.

SECTION 7. LANGUAGE INSTRUCTIONAL PROGRAM BYU and UU have growing demand for advanced lang instruction and are national leaders in college level lang pedagogy and assessment. IMCAPS faculty are working with USBE to build the state's path breaking K12 lang instruction system (see 7.A) including K12 DI education in 6 langs, which enrolls 40,000 students total (incl. C with 10,589 students, R with 100 students), and secondary

instruction in 7 (incl C, A, R and J, with roughly 8,000 students total). Before matriculating, a large number of UT students perform volunteer service for the Mormon Church (50% of BYU

Table 7.1 Levels of Instruction, Number of Courses, and Enrollment Data 2016-2017									
	UU				BYU				
Language	Dept./ Center	Instruction Levels	Course	Enroll- ment	Dept./ Center	Instruction Levels	Course	Enroll- ment	
Arabic	WLC	4 levels routinely (grad levels on demand)	15	142	ANE	4 levels routinely, (5 th and 6 th on demand)	22	684	
Cambodian	WLC	2	4	10	CLS	1**	1	14	
Cantonese					ANE	2	4	27	
Cebuano					CLS	1**	2	16	
Chinese	WLC	6 levels routinely (7 th on demand)	24	335	ANE	4 levels routinely, (5 th and 6 th on demand)	29	1137	
Fijian					CLS	1**	1	3	
Hawaiian					CLS	2	4	35	
Hindi-Urdu	WLC	4 levels routinely (grad levels on demand)	9	36	CLS	2	4	29	
Hmong					CLS	1**	1	7	
Indonesian					CLS	2**	4	41	
Japanese	WLC	6 levels routinely (7 th on demand)	25	508	ANE	4 levels routinely (5 th and 6 th on demand)	30	967	
Korean	WLC	4 levels routinely (grad levels on demand)	18	206	ANE	4 levels routinely (5 th and 6 th on demand)	18	515	
Malay					CLS	1**	1	5	
Mongolian					CLS	1**	1	5	
Persian	WLC	4 levels routinely (grad levels on demand)	11	40	CLS	3	5	25	
Russian	WLC	5 levels routinely (6 th and 7 th on demand)	24	197	G&R	4 levels routinely (5 th and 6 th on demand)	22	1088	
Samoan					CLS	3	5	72	
Tagalog					CLS	3	5	123	
Thai					CLS	3	2	31	
Tongan					CLS	3	5	47	
Vietnamese	WLC	3 levels routinely (grad levels on demand)	7	41	CLS	1	2	9	
TOTAL			137	1515	TOTAL			168	4880
*courses available									
** third year (advanced level) course for students with existing language abilities.									
***new course for 2013-2014. Not offered in 2012-2013									

students who volunteered spent 18-24 months in Asian countries) and UT has a rapidly growing HLL population. About 65% of BYU students speak a second lang (of those, nearly 25% speak an Asian language) and nearly 2/3 are enrolled in language courses. Due to this population, UU/BYU have a large number of nonlang majors who enroll in advanced lang courses. With high enrollments, 21 LCTLs, and faculty who use performance-based instruction and proficiency assessment, IMCAPS graduates students from many disciplines with strong lang skills.

7.A.a. Language Instruction: IMCAPS offers 305 lang courses (see Appx 1) and 28 lang degree programs (Table 8.1). Furthermore, L2TReC is a federally designated Language Training Center for military units in critical langs (A, C, J, K, R and Persian). Since becoming an NRC in 2010, UU/BYU have expanded lang instruction by adding langs and programs, course offerings, levels of instruction, and increasing enrollments. At UU, the WLC teaches all LCTLs. At BYU, 2 academic departments (ANEL and Germanic & Russian (G&R)) and the Center for Language Studies (CLS) teach LCTLs (Table 7.1). In total, IMCAPS offers 9 lang undergrad degrees, 14 lang minors, and 2 lang certificate programs (including the only university-wide, competency-based program in the US) (Table 8.1). Lower and upper-division coursework can also be completed in UU-sponsored and partner programs in China, Japan, and Korea. IMCAPS also provides specialized instruction for lang teachers with 5 lang-teaching programs offered through WLC, ANE, and CLS: Chinese Teaching Minor, Japanese Teaching Minor, Dual Language Immersion K12 Teaching Minor, World Languages MA (WLMA), and Second Language Teaching MA (SLTMA). These programs meet UT's growing demand for qualified K12 lang teachers (AP/CP2). UU's WLMA program, combining an MA with public school licensure, is a collaboration of the WLC, Dept of Linguistics, CoE, and USBE. BYU's DL Teaching Minor also requires USBE licensure. The SLTMA, offered through the CLS, focuses on advanced

second language (L2) teaching skills. These degrees require students to select a lang emphasis. Two-thirds of WLMA and SLTMA students focus on Asian langs.

7.A.b. Enrollment: There are 1,060 IMCAPS students in lang programs: minor, major, MA, PhD, certificate (Table 8.1), an increase of 11% since 2014. In 2016-2017, 6,395 students enrolled in IMCAPS's 305 lang courses (Table 7.1). During any given semester about 2/3 of BYU students are enrolled in a lang course. Since 2015, 471 BYU students have completed an advanced language certificate offered in 6 Asian langs. According to the 2016 Modern Language Enrollment Survey, BYU has the 3rd largest R enrollments, 4th largest Indonesian enrollments, 8th largest K, Thai, and A, and 9th largest Tagalog enrollments. BYU's J enrollments rank in the top 20 for US universities. Outside Hawaii, BYU is the only university offering Samoan, Tongan, and Hawaiian. BYU is the only university to offer Fijian, Cebuano, and Malay. At UU, since 2014 K enrollments have increased by over 100% necessitating 5 new courses, and J enrollments have increased by 40%.

7.B.a. Language Levels: IMCAPS provides 3 or more levels of lang training in 13 of the 21 langs offered and adapts its LCTL curriculum in response to demand. Since 2014 UU has added a third level in Vietnamese as well as grad level courses in both Hindi-Urdu and Vietnamese. BYU added Tagalog to the list of languages eligible for the language certificate, and began regularly offering Hmong (Table 7.1). BYU offers a summer program (in Tagalog, Thai, C, J, K, and R) allowing students from any school to earn 19 graded lang credits by taking an advanced (300-level) 3-credit course and passing a challenge exam based on the FLATS tests (see 7.D.c).

7.B.b. Asian Languages Across Disciplines: Upper division lit and culture courses at BYU and UU are generally taught in C, J, K, R, A, Tagalog, Indonesian or Persian. In 2014, UUAC successfully piloted 3 Culture and Language across the Curriculum (CLAC) lang trailer sections

attached to 4 courses in *Korean Media and Culture*, *Japanese Civilization and Politics*, and *Chinese Genealogies and Local Histories*. During the last cycle, we have expanded the CLAC program both by topic (science, food, history) and by language (Arabic, Russian, Persian). The CLAC program now offers over a dozen courses each semester. Outside of BYU's C Flagship, which offers CLAC in many disciplines, BYU teaches some CLAC courses at the discretion of the professor if there is sufficient language ability among students (these include C, J, and R courses in Hist and Poli Sci with readings and discussion are in target lang). BYU's Marriott School of Management offers foreign Bus lang courses in J, R, and A (Bus C is offered through ANE). UU offers C for business and law, Professional K, and 2 Bus J courses. IMCAPS plans expansion of CLAC curriculum to prepare for an enrollment surge in 5 years with graduates of UT's DI programs who will be 2 courses short of a lang minor upon matriculation.

Table 7.2 Number and Type of Faculty per Asian LCTL									
Language	UU					BYU			
	Tenure Track	Non Tenure Track	TA	FLTA	Total	Tenure Track	Non Tenure Track	TA	Total
Arabic		1	1	1	3	5	4	12	21
Cantonese						2			2
Chinese	2	4	1		7	7	10	17	34
Hindi-Urdu	1			1	2		1		1
Japanese	3	2	2		7	5	7	14	26
Korean	1	3			4	3	1	11	15
Persian	1	1			2		2		2
Russian	2	3	1	1	7	7	5	3	15
There are an additional 1-2 adjuncts who teach Cambodian, Cebuano, Fijian, Hawaiian, Hmong, Indo, Malay, Mongolian, Persian, Russian, Samoan, Tagalog, Thai, Tongan, Viet.									

7.C.a. Faculty:

Since 2014, IMCAPS has hired 5 new language faculty, including a new line in K

linguistics at BYU. UU will hire a tenure-track instructor in A in 2019. See Table 7.2.

7.C.b. Language Pedagogy Training: The WLC at UU has 4 applied linguists (3 in Asian languages: 1 in C, J, R) who provide rigorous mandatory training for TAs and new faculty each fall. New TAs also take a required methods course during their 1st semester. CLAC TAs attend mandatory workshops twice each semester. UU has also been proactive in furthering research to

improve lang training within WLC. Together with L2TReC, WLC supports research on pedagogical training methods with 1-2 workshops each semester. Each semester, BYU's ANE and G&R provide lang-specific pedagogy workshops for all their lang teachers. New adjuncts are interviewed regularly, observed in the classroom, and mentored by section heads. G&R requires grad student TAs to take a 1-semester methodology course. CLS requires lang pedagogy training for all of its instructors through seminars held prior to each semester.

7.D.a. Performance-Based Instruction: IMCAPS faculty include nationally recognized experts in performance-based instruction, many part of a statewide team that developed UT's Core Standards for K12 Pedagogy and Proficiency based on ACTFL guidelines. All BYU and UU lang programs use performance-based instruction and assessment methods. Two UU methodologists are certified OPI testers. At BYU, 2 ANEL faculty (Warnick and Christensen) developed performance-based pedagogy for J and C. They co-authored, *Performed Culture: An Approach to East Asian Language Pedagogy* used by dozens of lang programs around the world.

L2TReC is at the forefront of developing and assessing proficiency-based and performance-based instruction methods. In 2014, it launched a research project to build a large corpus of L2 learner spoken language (with samples from DI students, adults learning through L2 immersion, and adults learning L2 in the classroom). The corpus allows in depth research on L2 acquisition in different contexts, including the effect of teaching practices on language proficiency. L2TReC frequently hosts ACTFL workshops and OPI certification workshops to train L2 teachers of all langs in proficiency-based instruction. UUAC faculty and L2TReC co-director Hacking received the 2017 Outstanding Contribution to the Profession award from the American Assoc. of Teachers of Slavic and Eastern European Languages. L2TReC's other co-dir is a rater and trainer for ACTFL's latest, and most popular, assessment instrument (AAPPL) used

to assess UT's K16 DI students (see 9.A). L2TReC and USBE have partnered to collect assessment data on the DI programs and develop appropriate curricular adaptations, including proficiency benchmarks for UT's 40,000 DI students. L2TReC is applying for a Title VI LRC.

7.D.b. Language Resources: UU lang faculty established L2TReC in 2013 to conduct research on L2 acquisition, administer student proficiency tests, lang placement tests, and teacher training. UU's DiBona Center for Educational Technology and BYU's Humanities Learning Resources (HLR) contain computer stations (UU: 50 in 2 computer labs; BYU: 31, plus an adjoining 49-station computer lab) equipped with lang support software, and other document creation tools, sound recording, and video editing programs. HLR's computers are equipped with lang support for Adobe Creative Suite, a variety of statistical and digital humanities tools, and specialized programs for C and J. WiFi, allows video conferencing, Skype conversations, streaming video and other live lang interactions. Both facilities have video streaming for classrooms and individual students enrolled in lang classes and distance-learning lang classes (one of DiBona's labs is being converted to a Microsoft surface hub). Small testing/group study/class rooms are available for OPI testing and video conferencing. HLR has a sound recording studio and a library providing multimedia resources and administers the Mango and Pronunciator language learning database subscriptions, all of which support lang acquisition outside the classroom. UU has digitized its multimedia lang resources, now available through MLIB where specialized language liaison librarians assist patrons. BYU's Foreign Language Activity Commons is open to students and lang/cultural clubs. It includes a library of foreign lang videos, books and magazines. BYU's Foreign Language Houses offer lang dorms with faculty coordinators and resident lang facilitators for 10 langs including C, J, K, R, & A.

7.D.c. Language Proficiency Requirements: The learning outcomes for all IMCAPS lang majors include proficiency targets based on ACTFL standards. All UU BA students must pass at least a 4th semester course (or the equivalent) in a world lang. During the last funding cycle, UUAC worked with L2TReC to develop a testing regime for Asian langs in: speaking, reading, and listening. Based on data collected, L2TReC recommended changes in assessment practices and syllabi for each language to ensure proficiency targets are met. All graduating lang majors complete OPI testing. L2TReC is part of NSEP’s Language Flagship Proficiency Initiative, which has supported research in collaboration with SLCC (CP1) on assessment of proficiency gains of lang majors and minors.

BYU’s BA degrees all require lang study up to the 2nd or 3rd year level, depending on the lang. All BYU AS majors, lang majors and minors, lang teaching majors and minors, and Language Certificate recipients require an OPI. According to data collected from these interviews 90% of BYU majors score in the advanced range on the ACTFL scale, compared to 50% nationwide. Lang majors must also take the ACTFL WPT and other proficiency tests which vary by lang (e.g. Language Proficiency Test for K; Reading Proficiency Test and Lang Proficiency Practice Test for J; ACTFL- both listening and reading for C; reading exam in R).

BYU has developed FLATS tests for 53 langs (23 Asian) that are used by over 150 colleges and universities nationwide to determine lang proficiency (last year 548 Asian lang FLATS tests were given at locations other than BYU). In 2013 BYU put tests online to increase access; the number of tests administered has doubled. These tests, which evaluate listening, reading, and grammar skills, provide students with advanced proficiency an opportunity to receive 12-16 credits by examination. A “pass” score signifies the test taker has at least 2nd year college-level ability. For 20+ years, C instruction at BYU has used a series of diagnostic tests

administered during the first weeks of class that test Mandarin tone discrimination and the ability to hear and transcribe spoken syllables using Pinyin transcription. BYU distributes this Chinese Pronunciation and Romanization Diagnostic Test to many universities for use in proficiency-based lang instruction. BYU's CLS provides pre- and post StAb/internship lang assessment.

SECTION 8. CURRICULUM DESIGN **8.A.a. Instruction:** UU and BYU students can pursue AS through 10 non-lang and 28 lang programs (Table 8.1). Students in any major may elect an honors degree track, completing a thesis under the direction of an AS faculty member. Within the Global University Employability Rankings, BYU is in the top 15 schools for preparing students for the workforce and a top feeder school for PhD programs. And according to the Wall Street Journal/Times Higher Education ranking, BYU is the top school in the western US for student engagement. UU is home to several top-25 ranked professional programs, including social work, architecture and law. UU and Salt Lake City are lauded as premier locations for entrepreneurship, tech transfer and job growth.

8.A.b. Program Requirements/Quality: The AS majors at BYU and UU require regional depth, interdisciplinary breadth, and an engaged learning experience (Table 8.2). UU students select from 7 regional tracks within the AS major: China, Japan, Korea, South Asia, Southeast Asia, the Pacific, and Russia & Central Asia. UU AS majors also complete a 3-credit "signature experience," either completing a StAb, independent research project, or community engaged learning course with an AS focus. UU also has an AS MA program created in 2008 that allows students to combine lang study with disciplinary expertise for professional careers or further grad study. BYU AS majors and minors have China, Japan, or Korea tracks and a pan-Asia track for minors. In the 2018-22 cycle, BYU plans a full Southeast Asia track for AS majors and minors. Majors of any discipline can also attain AS specialization with one of several Asian-themed

minors at either university, and at UU a graduate certificate in AS is under review (see Table 8.1). At UU, the International Studies (IS) BA, BS, and minor were created in 2003, with a Title

Table 8.1: IMCAPS Asian Programs at a Glance					
UU			BYU		
UU Program	Credit Hours	Declared Students	BYU Program	Credit Hours	Declared Students
Non-language programs					
BA/HBA (Honors BA) AS	39	44	BA AS (regional emphases)	54-71	46
Minor AS	18	8	Minor AS	20-36	49
MA AS	30	5			
MA/MS Asian History	30	1			
BA/BS/HBA/HBS IS (Asian language track)	36	79	BA Intl Relations, Asia track	60	87
Minor Global Citizenship, Asia emphasis	24	2			
MS International Affairs and Global Enterprise	39	11			
Total Non-language Majors/Minors		150	Total Non-language Majors/Minors:		182
Language programs					
BA Chinese	33	38	BA Chinese	47-59	51
Minor Chinese	15	31	Minor Chinese	19-36	102
			Minor Chinese Teaching	27-43	1
			Chinese Flagship Certificate	24	38
BA Japanese	33	47	BA Japanese	44-60	44
Minor Japanese	15	42	Minor Japanese	19-35	114
			Minor Japanese Teaching	25-41	3
			BA Korean	37-53	31
Minor Korean/Korean Studies	15	24	Minor Korean	16-33	64
BA Middle East Studies		37	BA Arabic/Middle East Studies	53-68	67
Minor Middle East Language: Arabic	23	17	Minor Arabic	18-35	28
Minor Middle East Language: Persian	23	4			
BA Russian	36	22	BA Russian	50-85	164
Minor Russian	15	18	Minor Russian	12-32	27
			Language Certificate (C, J, K, R, A, or Tagalog)	18	24
			MA Comparative Studies	33	1
			Minor Dual Language Immersion K12 Teaching (emphasis in Chinese)	16	10
MA World Languages (emphasis in an Asian language)	51	6	MA Second Language Teaching (emphasis in C, J, R, A)	33	5
Total Language Majors/Minors:		286	Total Language Majors/Minors:		774
Total Majors/Minors in all Asian Programs:		436	Total Majors/Minors in all Asian Programs		956

VI UISFL grant. IS is the largest interdisciplinary major on campus with 257 majors. IS students choose a thematic emphasis within the major, as well as a language focus, which may include C, J, K, Viet, Cambodian, R, A, Persian, or Hindi-Urdu (see Table 8.3). The new minor in Global Citizenship provides another opportunity to demonstrate mastery in Asian languages and topics. BYU's International Relations (IR) major includes an Asia track that currently attracts 87 students, approximately 40% of the IR majors (Table 8.3). UU and BYU AS directors work with

Table 8.2 Asian Studies Major/Minor Requirements				
	UU AS Major		BYU AS Major	
	Course	Credits	Course	Credits
Language	• Fulfill university BA language requirement 2 nd year proficiency in Asian language	3-16	• Fulfill university language requirement	3-16
	2 upper-division language courses or 2 approved research methods courses	6	• 3 upper-division language courses	10
Core Courses	• Intro to Asian Civ	3	• Intro to AS	3
	• Modern Asia	3	• Asian Literary Tradition	3
	• 1 upper-division course on AS research/career exploration	3	• Intro to Asian History	3
			• Intro to the Humanities of Asia	3
			• 1 Asian political science course	3
			• 2 sequential history courses	6
			• Senior Seminar	1
Electives	• 7 upper-division courses from at least 3 departments	21	• 6 upper-division courses from at least 3 departments	18
Signature Experience	• Mandatory internship, service learning, research project, or study abroad program related to Asia	3+		
Additional Info	Students are encouraged to double major or minor in an Asia language		Majors are expected to do work in Asia via study abroad, internships, etc.	
	UU AS Minor		BYU AS Minor (C, J, K, or Pan Asia Track)	
	Course	Credits	Course	Credits
Language	• None required, but language courses count as electives*		• Demonstrate 2 nd year proficiency in Asian language	8-16
Core Courses	• Asian Civ <i>or</i> Modern Asia	3	• Intro to Asian History	3
	• 1 upper-division course on AS research/career exploration	3		
Electives	• 4 upper-division AS classes from at least 2 departments	12	• 3 courses from 3 disciplines about C, J, K, or Pan Asia Track	9

*UU's AS Minor is for students interested in Asia who have not had the opportunity to take an Asian language.

depts. across campus to maintain high quality course offerings and rigorous standards and promote Asia-related faculty hiring (see section 6 for faculty hires).

8.B.a. Advising: All IMCAPS AS and IS/IR degree programs encourage students to meet regularly with advisors to discuss course and career options. At UU, 89% of declared students in AS, IS, and MES meet with an advisor once a year, and 52% of students meet with an advisor 2+ times per year. The three FT advisors work together in an office suite, meet at weekly staff meetings and collaborate to channel students to the appropriate program. UU's WLC Dept employs two FT advisors and 5 PT student peer advisors. Advisors hold monthly career and academic exploration events for students, career panels, networking events, employer site visits, intl grad program fairs, and

internship/study abroad/scholarship forums. The AS core course (Exploring Asia) combines exploration of careers and interdisciplinary research themes and methodologies. Career counseling is an integral part of the HIP global internship program that requires pre-and post-internship meetings with the dir and weekly communication during the

Table 8.3 IMCAPS IS/IR Major Requirements (Asia/ME)		
UU IS BA	Course	Credits
Language Requirement	• 2 upper-division Asian/ME language courses	6
Core Courses	• 1 Peoples & Cultures core course	3
	• 1 Global Challenges core course	3
	• 1 Global Systems core course	3
Thematic Emphasis	• 6 upper-division courses on Asia (from at least 3 different departments).	18
Study Abroad	• Mandatory internship/study abroad in Asia/ME	3
BYU IR BA	Course	Credits
Language Requirement	• Two 300-level courses (A, C, J, K, R) <i>or</i> one 300-level course in Cambodian, Cebuano, Fijian, Hmong, Indonesian, Malay, Mongolian, Samoan, Tagalog, Thai, Tongan, Vietnamese	3-6
Core Courses	• 4 intro courses (Econ, Geography, Intn'l Politics, and Comparative Gov't)	12
	• Research Methods Sequence	4-6
	• 2 upper-division Econ courses	6
	• 1 upper-division foreign policy course	3
	• 1 upper-division IR course	3
	• 1 upper-division comparative politics course	3
Asia or ME Emphasis	• Complete 4 courses about Asia or ME from at least 2 disciplines	12
Asia or ME Capstone	• 1 senior seminar in AS or MES or study abroad/internship + research paper	1-3

internship. All advisors work in partnership with UU's Career and Prof. Dev. Center (19 staff; 8 student employees) to offer the popular Going Global panel, provide feedback on personal

statements and CVs, and disseminate information on marketing international studies and language credentials. Annually they offer 3 campus-wide career and grad school fairs, statewide teacher employment fairs, weekly workshops, and credit-bearing courses on career planning.

BYU's combined Col. of Hum and FHSS Advisement & Careers Office (13 FT staff and 12 students) provides academic and career advising in addition to hosting workshops, information sessions, and an annual internship fair. KCIS's Academic & Career Advisement Center has 2 FT advisors and 3 student advisors shared by all intl and areas studies majors. They sponsor an IS program fair each semester to promote intl internships and StAb opportunities. KCIS hosts over 25 professional intl career lectures annually, and recently launched a new "Ask Me Anything" series featuring professionals with international careers in the govt and private sector (AP1). BYU's Poli Sci Dept hosts a weekly career lecture series, many of which cover intl topics. BYU's Counselling and Career Center employs 7 FT career counselors (1 for intl and area st) and 4 PT peer mentors. In addition to help with networking, resume preparation, mock interviews, and career advisement, the center holds 2 career fairs, a grad school fair, and teacher fair annually. BYU holds an annual Intn'l development career fair.

8.C (FLAS) Training Options and Requirements: IMCAPS offers a wide range of grad and professional degrees, incorporating AS options. UU has 2 interdisciplinary grad programs with AS specializations (see Table 8.4). UU grad students can incorporate AS in their departmental study (Philosophy, Communication, Lang and Lit, Linguistics, Art Hist, Film Studies, Poli Sci, Geography, Econ and Sociology). In addition to the AS grad students listed in Table 8.1 there are 21 of these grad students focusing on Asia in their departments across campus. Both BYU and UU have strong lang enrollments from students in many disciplines, programs and professional

schools (Section 7), and roughly 2/3 of faculty-led study abroad (StAb) programs are specifically designed for professional school students (yet remain open to all students (see Table 8.5).

UU's professional schools and programs offer 106 non-lang courses on campus with significant AS content (Table 6.2) and intl internship opportunities managed by the Hinckley Institute of Politics (HIP). Since 1998, UU's Global Health Initiative, involving the School of Med, Public Health, Pharmacy, Nursing, Physician Assistant Program, and Col of SW, and now

Table 8.4 UU Interdisciplinary Non-language Graduate Programs		
MA Asian Studies (established 2008)		
Description		
Students receive advanced language and area studies education and explore its application to K12 education, public health, medicine, social work, public policy, law, business, engineering, and other professional fields. The AS MA serves students who are preparing for further academic studies at the PhD level, as well as those who are pursuing careers in government service, the nonprofit sector, intl law, intl business, and education.		
Students		
# graduated (since 2008): 17	# currently enrolled: 3	#admitted (fall 2018): 2
Requirements		
<ul style="list-style-type: none"> • Credits: 30 (8 three-credit courses and 6 credit thesis) • Proficiency: minimum 3rd year proficiency in an Asian language. • Concentration: both regional/country concentration and a disciplinary concentration are required. 		
MS International Affairs and Global Enterprise (MIAGE) (established 2008)		
Description		
This joint program offered by the College of Social and Behavioral Sciences, the College of Law and the School of Business employs a rigorous interdisciplinary curriculum. Students combine knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic global context within which businesses, governments, and non-governmental organizations operate. MIAGE students can concentrate on AS (as outlined below).		
Students		
# graduated (since 2008): 81	# currently enrolled: 43 total (25% AS; 11 AS)	# admitted (fall 2014): 21
Requirements		
<ul style="list-style-type: none"> • Credits: 39 (including 18 elective credits from multiple departments/professional schools; all of which may focus on Asia) • Proficiency: minimum 2nd year proficiency (in Asian lang) • Paper/Project: culminating research paper/project that integrates interdisciplinary perspectives to a subject (Asia-related) or International Internship: Full time 12-week international internship (in Asia) 		

the new dental school, has provided student, faculty, and physician exchanges with partner universities and hospitals worldwide. In addition to faculty-led StAb programs, the Global Health Initiative offers programs at hospitals in Asia: emergency medicine in Vietnam and India, urology and general surgery in Mongolia, Public Health in S. Korea, and clinical teaching, hospital certification, and community health development in China and opportunities for student

research abroad in India (maternal and newborn health) China (enteric pathogenic organisms), and Nepal (malnutrition, perinatal outcomes and health system capacity). UU's Incheon Global Campus (IGC) recruits undergrad and grad students from Asia and North America who split their time between Incheon and SLC to study Psychology, Communication, Film & Media Arts, Urban Ecology, Biomedical Informatics, and Public Health. IGC is a new hub for internships, research and field study programs in Korea, China, Mongolia and Vietnam run by the Global Health Initiative and UUAC.

BYU's professional programs offer 60 courses with Asian content. According to *Clinical Law Review*, BYU law school's credit-granting externship program has one of the largest student participant rates (81% of all students) and one of the largest intl externship programs. Many law students participate in intl externships or research projects requiring an Asian lang. BYU's Marriott School of Management offers 3 programs that emphasize AS: an Intl Bus minor for MBA students (requires intl business courses coupled with participation in foreign business projects, internships, and/or study abroad in Asia); a Global Bus and Literacy minor for non-business majors (requires advanced lang and culture classes in an Asian lang and an intermediate-high score on the ACTFL oral proficiency exam); and Global Management grad and undergrad certificates (requiring at least 2 intl business classes, a business lang course in C, J, K, R, or A, and intl business experience). BYU's Col of Nursing requires majors to participate in a global health course and experience (available sites include Fiji, Taiwan, Tonga, and Vietnam) and the Col of Engineering has several Asia StAb programs.

8.D.a. Study Abroad: Since 2000 BYU has consistently been a top-ranked school for student StAb participation according to the Open Doors Report. Since 1965, UU's HIP program has grown into one of the most comprehensive and prestigious intl internship programs. Most

IMCAPS students enhance their intl education through participation in StAb or internship programs. About 25% of UU and BYU StAb students go to Asia. UU's Learning Abroad Office

Table 8.5 Faculty-led Programs at a Glance				
Programs focused on the Professions			Language and Area Studies Programs	
UU Professional Program	Country	Field	UU Program	Country
International Elective	Nepal	Physician Assistant	Intensive C. Lang	China
International Elective	Thailand	Pharmacy	Intensive J. Lang	Japan
International Elective	Thailand	Physician Assistant	Intensive A. Lang	Jordan
Health Promotion & Educat.	Thailand	Health Sciences		
Public Health	S. Korea	Health Sciences		
Global Health	China	Health Sciences	Intn'l Development SEA	Vietnam
Social Work	Mongolia	Social Work	Himalayan Film	Nepal
Social Work	Japan	Social Work	UU Asia Campus	S. Korea
Thai/Burma Border Refugee Camps	Thailand Burma	Occupational Therapy/SW	Sustainable Tourism	Fiji
Craftsmanship & Sustainable Innovation	Japan	Engineering	Tongan Culture and the Island Environment	Tonga
Materials & Construction Tech	Japan	Architecture		
Asia Innovation	Pan-Asia	Business		
BYU Professional Program	Country	Field	BYU Program	Country
International Product Design & Development	Singapore	Engineering	Japanese Language	Japan
Global Leadership	China	Engineering	Arabic Language	Jordan
			Chinese Language	China
Mega Infrastructure	China	Engineering	Russian Language	Russia
Engineering Manufacturing	China	Engineering	Korean Language	Korea
Global Health	China	Health Sciences	Telugu Language	India
Global Health	Cambodia, Vietnam, Thailand	Health Sciences	Anthropology Field School	Thailand
Student Teaching	China	Education	Chinese Flagship	China
Hyundai Business	S. Korea	Business	Learning & Teaching Languages	Japan
International Investing	Pan-Asia	Business	Biogeography, Ecology & Natural History	Fiji, New Zealand
Global Business	Thailand, China	Business	History, Foreign Relations, & Culture	S. Korea, China
Nursing	Taiwan	Nursing	Life Sciences	China
Nursing	Fiji	Nursing		
Nursing	Vietnam	Nursing		
Nursing	Tonga	Nursing		

and HIP coordinate StAb/global internship opportunities. Learning Abroad Office employs 1 dir, 1 admin assist, 5 coordinators and 5 peer advisors. HIP employs 1 global internship dir and 2 support staff. Both host fairs each semester and advise students on StAb/internship opportunities.

Students can complete a semester abroad at UU's Korea campus. The Col of SW and UNP (Section 7) run an interdisciplinary research/service-learning program with refugee populations on the Thai/Burma border. Upon return, students continue work with the local refugee population from Myanmar. Last year, 126 UU students participated in StAb/internships in Asia.

In 2017 BYU once again ranked among the top universities sending students abroad (1,998); 327 BYU students participated in StAb to Asia, and 111 non-BYU students participated in BYU-led StAb programs. BYU's International Study Programs office employs a dir, 4 program coordinators, 4 support staff, 60 peer advisors and hosts a StAb fair on campus each semester. It offers 5 types of StAb: Faculty-led programs (Table 8.5), internships, field study, direct enrollment and individual experiences. BYU's award-winning performing arts programs routinely tour Asia and receive cultural training from BYU faculty before and during the tour. The Living Legends (a PI oriented group) toured China in 2010 and New Zealand, Tonga, and Samoa in 2016 (45 students). In 2014 the Ballroom Dance Company toured China (37 students). BYU Singers completed a tour of Vietnam and Indonesia in May 2018 and in 2015 toured China (40 students). In 2017 the Chamber Orchestra toured the Philippines (48 students). The Folk Music Ensemble and International Folk Dance Ensemble each toured Thailand, Vietnam, and Cambodia in May 2017 (38 students). In 2015 the Wind Symphony toured Mongolia, Japan and South Korea (51 students). BYU's premier performance group, the Young Ambassadors, is preparing a 40th anniversary performance in China in 2019.

8.D.b. Study Abroad Access: UU belongs to a number of StAb consortia that provide Asia/Pacific programs: Globalinks, International Studies Abroad, Cultural Experiences Abroad, Education Abroad Network, USAC, CIEE, CAPA, and TEAN. In 2013, BYU became an institutional member of the Stanford-run Inter-University Center for Japanese Language Studies

in Yokohama, allowing BYU students to participate in the most prestigious American university-run program for advanced Japanese. UU has 50 MOUs with institutions of higher ed across Asia. BYU has over 22 MOUs with Asian universities. AS students studying LCTLs with no UU or BYU lang intensive program are supported with scholarship funds to do lang study through partner universities in Asia or through other programs. Each year about 70 BYU and UU students earn academic credit by doing a StAb program through another university. Both BYU and UU prioritize StAb/international internships and make them accessible to all students as evidenced by UU's StAb scholarship fee (\$3.00/student/semester, which contributes nearly \$300,000 annually in scholarship funding), HIP's scholarships for global internships (\$95,000 disbursed in AY 2017-18), KCIS's Global Opportunities Program (\$150,000 disbursed in AY 2017-18) and KCIS's Experiential Learning Initiative (\$250,000 in AY 2017-18).

SECTION 9. OUTREACH Integral to IMCAPS' programming, outreach is conducted in partnership with multiple units on both campuses (CP2), community colleges (CP1), K12 schools (AP2), and the USBE (AP2) to promote research, expand public understanding of Asia (AP1), and provide teacher training (AP2). All IMCAPS outreach events are open to the public and advertised through center websites, email lists (including a joint IMCLAS listserv), Facebook and other social media, posters, and radio announcements. IMCAPS collaborates on initiatives to maximize their impact, reduce costs, and strengthen linkages between faculty and departments. These collaborations are more robust than merely cross-advertising events. We actively include faculty and students from our consortium partners as core participants.

9.A. K12: UU and BYU are deeply embedded in a statewide network of educators developing K12 lang and area studies curriculum and teacher training through longstanding partnerships with the USBE (see Bowman letter) and school districts (AP2). UT is a national leader in K12

language education and was one of the first states in the country to develop an articulated Language Roadmap for increasing K12 language acquisition. This roadmap, supported by the Department of Defense's NSEP Language Flagship program, was created in 2009 by a team including IMCAPS faculty, government officials, business leaders, and K16 educators. Today, UT is one of only 6 states with an articulated language roadmap and L2TReC faculty serve as a national resource for DI research in the US. They are consultants on the American Councils for International Education's Research Center DI Team and contributed to AAAS's 2017 report on national strategy for language learning in the US that impacted **thousands of school districts** across the US. With funding from NSEP's Language Flagship Initiative, BYU and USBE (AP2) serve as a national resource for research-based K12 DI. They lead the Flagship-Language Acquisition Network (F-LAN), which is comprised of K12 experts, state education agencies, local ed agencies in 22 states, and Chinese Flagships across the country. F-LAN exists to develop a model to be used nationwide for DI instruction emphasizing literacy and mathematics in C (impact according to NSEP: **330,000 students and 600 educators**).

Approximately 18,500 UT K12 students study Asian langs: 10,589 in Chinese DI; 100 in Russian DI, and roughly 8,000 in secondary C, A, R, and J. The DI program is the largest in the country and expands as the oldest cohort enters a new grade level (the oldest C cohort enters 10th grade in fall 2018). DI students take AP exams in 9th grade and in the remaining years of high school take college level courses through UU's Bridge Program (headed by L2TReC; support provided through professional development, course oversight, and financial management). The state-funded Bridge Program provides university course work on language and cultural studies taught through a high school-university partnership. IMCAPS lang pedagogists have developed this transitional secondary curriculum. Starting in 2021 when the first DI cohort in C graduates,

the students will enter univ (most at UU or BYU) with 9 credits of upper division language study (credits from the Bridge Program are accepted at all UT state universities and BYU). In summer 2018, L2TReC will host a teacher workshop on the C Bridge Program, impacting C teachers (and by extension, their students) all over the state. IMCAPS is preparing now for this influx of bilingual students (i.e. with CLAC, 1.A.i). L2TReC (co-directed by UUAC faculty Hacking) is partnering with the state to perform groundbreaking language research on the DI programs (see section 7.D.a), directly impacting the **40,000 total DI students**.

With the rapid growth of a program that presents unprecedented pedagogical challenges and relies on new teachers and teachers from China or Taiwan, regular teacher training is essential. Every summer the CI holds a 5-day intensive pre-service training workshop for 40 teachers from China covering topics like standards-based curriculum, assessment and classroom management. Additionally, CI runs one-day workshops for all C teachers across the state 2 times each year (**60 teachers/workshop**) (AP). These workshops are streamed live for teachers who live afar, recorded, and posted to the CI website as a resource for C teachers nationwide, impacting hundreds (AP2). CI partners with USBE to provide teacher training for all DI teachers at the Annual UT DI Institute, impacting 400 teachers/year. In 2018, CI will help host the 3 day National Chinese Language Conference for 1300 K16 C instructors from all over the US.

In addition to providing professional development, CI has been instrumental in producing curriculum for the DI program, including Bridge Program course development, writing teachers' manuals, creating middle school teacher resources (literacy exercises, textbook rewrites, unit performance assessments) and developing elementary curriculum, impacting **10,589 C students**. Each summer, CI runs a weeklong C literacy camp for K6 DI (**1,000 students** in 5 locations throughout the state) and collaborates with BYU C Flagship to run an annual C lang fair for HS

students (**1,000 students**), where speech contest winners are awarded scholarships for China study. L2TReC provides an annual summer workshop for C K12 teachers impacting 30/year.

Both BYU and UU have been active in hosting STARTALK summer programs for K12 language teachers and/or students (C at BYU for 2015-17; A at BYU for 2015-18; and R at UU for 2015, impacting **510 teachers and students**). In 2017, UUAC hosted a Vietnamese day camp for **22 HS students**. BYU partnered with the UT Assoc of Teachers of J to host the annual Japan Bowl for HS students in UT, featuring cultural events, student lang competitions and lesson-plan collaboration, impacting **125 teachers and students**. For the last 50 years, KCIS has hosted the largest HS Model UN program in the intermountain west with **800 students** annually.

IMCAPS also provides K12 teacher training in AS (AP2). Each summer, UUAC partners with THC's "Gateway to Learning" to offer 2 weeklong summer seminars (**30 teachers each**) on AS topics like Contemporary China, Nature and Environment in C Culture, Teaching Trauma: The Atomic Bomb; PI: Art and History; and Education Success for Refugee Communities in UT. Other teacher training includes workshops for local teachers on topics such as Histories of Micronesia and US Militarization; Native Hawaiians and Private Prisons impacting **55 teachers**. Modern Russia for social science teachers impacting **15 teachers** and North Korea for social science teachers impacting **12 teachers**. UUAC has partnered with SLCC (CP1) to provide a series of workshops training HS AP exam teachers (AP World History: Islam; Indian Ocean region; AP Art History: East Asian Art; Buddhist Art) impacting **65 teachers**. UUAC also cohosted a symposium about migrants and refugees featuring practitioners and scholars from around the US, which provided continuing education credit for K12 teachers and was open to the public impacting **50 teachers**.

9B. Postsecondary Institutions: UU's CI has established satellite offices at UVU and DSU (CP1) and financially supports the C lang programs and C cultural events at both universities. The UU AS program has formally agreed to allow transfer students to count C, J, R, and Tongan langs and area studies courses from SLCC for their UU AS degree.

IMCAPS hosts numerous conferences and workshops for national and intl scholars. Its faculty routinely sit on the board of WCAAS and chair conferences. BYUASP director Hyer has served as its president, executive secretary, as well as program chair and organizing committee member for the annual conference. BYU and UU often host its annual conference (2002, 2008, 2015). UUAC hosts at least 2 academic conferences annually. Recent conferences include: Asia in the Russia Imagination, Narrating Wars: Vietnamese Perspectives on the Legacies of Armed Conflict, Urbanization and Urban Expansion in China, and Bridging SA and ME. For nearly 25 years, BYU's Intl Center for Law and Religion Studies (ICLRS) has hosted an annual symposium on intl law and religion attended by nearly **1,000 scholars** and government officials from 120 countries. 2016's symposium had separate sessions for participants from Laos, Russia, Malaysia, Mongolia, Philippines, Japan, and Nepal. ICLRS also maintains the Religion and Law Consortium website to disseminate knowledge and expertise on the interrelationship of law and religion worldwide.

In addition to its local role in K12 lang education, IMCAPS makes major contributions to national lang training efforts (AP). L2TReC frequently hosts conferences and workshops on lang pedagogy, such as proficiency development workshops offered in 2015, 2016, and 2017. At least once each year, L2TReC faculty are invited to speak at academic conferences impacting **500 faculty**. In 2014 BYU's CLS hosted ACTFL's Proficiency Assessments Summer Institute (4-day OPI workshop, 2-day MOPI assessment workshop, and 2-day WPT rater training workshop) for

100 people. BYU's Bus school also hosts an annual Bus Language Case Competition for business students from around the country who compete in target lang (including C) presentation of cases for a panel of intl Bus professionals (**50/year**).

Postsecondary institutions throughout the US utilize computer-assisted lang learning (CALL) programs (webCLIPS, Chinese Pronunciation and Romanization Diagnostic Test, and FLATS, described in section 4.D.a and 4.D.c) developed by BYUASP faculty. WebCAPE in C and R is another CALL program used by over **200 institutions** worldwide to place students in appropriate lang courses based on their skills.

9.C. Business, Media, and General Public: IMCAPS-supported public events (lectures, films, performances, exhibits, cultural activities) reach thousands of people annually. UUAC sponsors or co-sponsors over 30 events a year. Recent events include: Siberian film series, Hindu devotional literature, Vietnamese films, introductory language classes, as well as guest lectures by visiting scholars and artists. KCIS hosts a lecture series with 140 lectures per year working with the ASP for Asia topics which have recently included Confucianism and China: Past and Present, Taliban and the Future of Afghanistan, Thailand at the Crossroads, Future of US-Japan Relations, Global Indians: Migration, Integration, and Influence, and Korean Peninsula and China's Balancing Act. Each lecture has an initial live audience of about **100** and is disseminated through the KCIS website, podcasts (over **143,000 downloaded** from iTunes last year), and the Sirius XM BYU channel. Through its Ambassador Lecture Series KCIS brings some 15 ambassadors to campus annually, often shared with UU HIP (since 2014: South Korea, Thailand, Pakistan, Mongolia, Malaysia, China, Singapore, Vietnam, Cambodia, Laos; scheduled for 2019: Philippines and Russia). HIP runs a forum series with over 100 lectures by scholars and political leaders a year, many co-sponsored by UUAC (topics include: war with Iran, Rohingya genocide

in Myanmar, global trade, US/NATO conflicts with Russia, climate discourses in Russia, the future of US-Russia relations, NE Asia security, Mark Twain in India, India's Environmental Challenges and New Judicial Solutions, Crossroads in US-China Relations, arms race in East Asia, war in Afghanistan, North Korean politics, Chinese politics). Advertised through the UT World Trade Center's newsletter, HIP forums attract **50-100** people including the **business** community, students, faculty and the public. They are podcast on the HIP website and broadcast through 2 local NPR affiliates.

UU and BYU serve on the board for the World Trade Association of Utah (WTA), a non-profit organization of individuals, corporations and government, providing an exchange of ideas and information on monthly community events. Other academic partners include SLCC (CP1). BYU regularly partners with the World Trade Center UT and the governor's office to provide speakers and support for business-related events, such as the Governor's Global Summit, which included breakout sessions on Asia (impact: **200**).

As a US military designated Language Training Center, L2TReC provides crucial outreach by training units in critical Asian langs (A, C, H-U, K, Pashto, and Persian) through intensive lang courses and online instruction designed specifically for the military. In summer 2016, L2TReC conducted a weeklong workshop specifically for Flagship and ProjectGO instructors about teaching students to reach advanced proficiency (**25 instructors**). BYU ASP faculty have trained the Utah National Guard military intelligence brigade in UT on Korea, China, and the Chinese lang. **500 military personnel** benefitted from these activities. These outreach efforts to the armed services have a **direct impact on US national security**. IMCAPS faculty are routinely interviewed, cited, or quoted in local, national, and intl media including the *NYT*, *Wash Post*, NPR, BBC, *Globe and Mail*, *Forbes*, *Economist*, NBC, *Christian Science*

Monitor, *Salt Lake Tribune*, *Financial Times*, and *Science Magazine* and write for the *Washington Post* *Monkey Cage*. UU and BYU advertise lists of experts on various Asian

Table 9: IMCAPS Public Outreach: Select Exhibits and Performances 2014-2018		
Event	Region	Attendance
BYU Museum of Art Exhibits		
Amar Kanwar: A Season Outside (militarized India/Pakistan border) 2015	South Asia	5,850
Fabric of Belonging: Exotic Quits from Pakistan and India (2015)	South Asia	149,167
Loving Devotion: Visions of Vishnu 2015	India	161,804
Folding Paper: Infinite Possibilities of Origami 2015	Japan	150,602
Deco Japan: Shaping Art and Culture, 1920-41 2015	Japan	155,943
Playground (children at play in Bhutan, India, Japan, etc.) 2017	Pan Asia	93,808
Dignity: Tribes in Transition (indigenous peoples in Asia and the Pacific)	Asia/Pacific	ongoing
UU Utah Museum of Fine Arts		
Permanent Exhibit: Chinese Art	China	135,000/annually
Permanent Exhibit: South Asian Art	South Asia	135,000/annually
Permanent Exhibit: Arts of the Pacific	Pacific	135,000/annually
Moksha: Photography of Hindu Widows by Fazal Sheikh	India	46,143
Krishna: Lord of Vrindavan	India	41,166
Chiura Obata: An American Modern (Japanese Internment Camp Art)	Japan/US	ongoing
Yang Yongliang (contemporary Chinese artist)	China	AY 2018-2019
Other Campus Museum Exhibits		
BYU MPC: Steps in Style: shoes from Asia and the Pacific 2017	Asia/Pacific	24,000
UU Natural History Museum Birds of Paradise: Avian Evolution (2016)	Pacific	63,408
UU CI Annual Events		
Chinese Culture Week (speech contest, music concerts, films, art exhibits)	China	1,500/year
Chinese New Year Celebration (music, and dance performances)	China	2,000/year
Visiting Performances hosted at BYU		
Nishat Khan (sitar player and composer)	India	350
Royal Ballet of Cambodia	SE Asia	1,000
Sound of Silk and Bamboo	China	350
Shanghai Restoration Project (Chinese culture/hip-hop/electronica)	China	250
Indian Ink Theater Company	Pacific	250
Wu Man (pipa musician—Chinese lute) and Shadow Puppet Band	China	750
National Dance Company of Siberia	Russia	1,000
Anda Union musical group	Mongolia	1,000
Peking Acrobats	China	2,200
Jake Shimabukuro (Ukelele musician)	Pacific	1,000
Performances by BYU Students and Groups		
Living Legends student performance group (Polynesian dancers)	Pacific Islands	10,000/year
Annual Polynesian Luau with performances by Polynesian students	Pacific Islands	1,600/year
Balinese Gamelan Ensemble led by BYUASP faculty Grimshaw	SE Asia	5,000/year

countries to facilitate media contacts with faculty. BYU and UU both have affiliated public TV stations that air nationally syndicated and local programming on Asia produced by IMCAPS faculty. BYU's radio station produces *Top of Mind*, broadcast to thousands of listeners in the region, often interviews local Asian experts and KCIS visiting speakers and is broadcast to

thousands of listeners in the region. BYUASP and KCIS have produced several AS documentaries over the years. The most recent, “Pragmatic Dragon” (about China’s border disputes) was supported with \$50,000 of external funding and filmed during the 2014-2018 cycle. Like all KCIS documentaries, it will be screened at conferences and film festivals across the country and broadcast on many public TV stations.

BYU and UU’s museums often stage Asia-Pacific exhibits (see Table 9 for examples), run teacher workshops, community classes and children’s activities. BYU’s Museum of Peoples and Cultures (MPC) has nearly 1,000 artifacts, textiles, statues, cookware, maps, and archaeological materials from Asia and the Pacific Islands. The museum provides tours for **2,500 students** annually and has curated a Pacific Island Culture Case including artifacts that are loaned to teachers for use in their classrooms throughout the year. UU’s Museum of Fine Arts has a small (1,500 objects) but diverse collection of Asian and Pacific art, which rotates through permanent displays on Chinese ceramics and Asian, Buddhist, and Pacific art and is available for student and faculty use. The BYU Museum of Art often hosts traveling exhibits on Asia (Table 9) and has a unique collection of 19th century Japanese woodblock prints and scrolls. KCIS produces CultureGrams and CultureGrams (Kids Edition), which include short essays, infographics, interviews, recipes, slideshows, and videos providing background on the geography, history, customs, culture, and people of over 200 countries, including many in the Asia/Pacific region. Each peer-reviewed report is written by country experts, updated annually, and is available for subscription (impact: **2,876,319** users last year).

SECTION 10. FLAS AWARDEE SELECTION PROCEDURES **10.A.a Advertisement:** The FLAS program at UU is managed by the UUAC FLAC faculty Dir and FLAS Coord; at BYU by the ASP Dir and FLAS Coord. UU and BYU FLAS Coords run regular info sessions,

presentations in classes, at StAb fairs and targeted presentations for professional school students. The UU FLAS Coord works with the academic advisors to advertise the competition through the AS website, Facebook page and printed materials posted around campus and distributed to faculty, the StAb office and relevant academic advisors. The K16 Outreach Coord helps with recruitment of minority applicants by advertising to partners in the Center for Ethnic Student Affairs and Asian American student groups. The K16 Outreach Coord also promotes FLAS at SLCC to strengthen the pipeline of applicants from SLCC (CP1). Starting in summer 2018 the UU FLAS Coord and K16 Outreach Coord will launch an Expand Your Languages marketing campaign to promote FLAS eligible LCTLs. UU's centralized Scholarship Office and Grad School also advertise FLAS. The BYU Coord advertises FLAS through the National Scholarships Office, CLS, the Depts. of ANEL and G&R, BYU's CIBE, and KCIS's website, blog and monthly e-newsletter. Current BYU FLAS fellows staff info booths in the student center 2x/wk, and at StAb fairs, New Student Orientation Fairs, New Graduate Student Orientation Fairs, and the Weidman Center for Global Leadership Fair. Flyers are posted on information boards in all schools and colleges on campus, and individualized flyers are sent to professors who teach Asian FLAS eligible languages. The FLAS coordinator also actively works with the Financial Fitness Center and Multicultural Student Services to ensure that underrepresented students know about FLAS.

10.A.b Student Award Application: UU and BYU Grad and undergrad applicants complete an online app open from Sept to deadline (see Table 10). It requires a statement of purpose explaining past lang training and how career goals incorporate lang and area studies; transcripts, 2 faculty recommendations; and the student's expected family contribution from FAFSA. These

requirements guarantee that students selected show potential for high academic achievement (demonstrated by grades and recommendations) along with financial need (FLAS CP1).

10.A.c. Selection Criteria: IMCAPS FLAS materials state that the selection criteria prioritize interest in careers in gov't, public service, business, and L2 education (AP1); superior academic credentials; preference for those with demonstrated financial need (FLAS CP1); and advanced lang study. Awards for lower lang levels are reserved for grad students learning a 2nd LCTL.

10.A.d. Selection Committee: UU and BYU each form annual selection committees of 8-10 AS faculty chosen by the UUAC director of graduate studies or BYUASP Coord representing the lang, regional, and disciplinary range of applicants.

10.A.e. Selection Process: Each step in the selection process occurs as outlined in Table 10.

Table 10: IMCAPS FLAS Selection Process Annual Timeline		
Task	UU Deadline	BYU Deadline
Selection committees meet to review criteria and procedures	March-August	May-August
Info meetings, promotional material distribution, and applications open	September	September
Summer FLAS applications due	January 31 st	Mid November
AY FLAS applications due	January 31 st	Mid January
Selection committees meet to award Summer FLAS scholarships	Late February	Early December
Selection committees meet to award AY FLAS scholarships	Late February	Mid March

10.A.f. Awards and Priorities: FLAS CP1: To increase the number of awards to students demonstrating financial need IMCAPS advertises through central scholarship offices and to more socio-economically and ethnically diverse students (See 10.A.a). Both UU and BYU's FLAS applications require a FAFSA filed through the scholarship office. **FLAS CPP 2:** IMCAPS will award 100% of AY FLAS fellowships in priority langs (including many South and Southeast Asian langs). UU requests FLAS for A, C, J, K, R, H-U, Khmer (Cambodian), Viet, and Persian. BYU requests C, J, K, R, Cebuano, Hindi, Hmong, Indonesian, Tagalog, Thai, and Vietnamese.

SECTION 11. COMPETITIVE PREFERENCE PRIORITIES: 11.A and 11.B. NRC and

FLAS Competitive Priorities IMCAPS proposes a set of high quality initiatives for 2018-2022 that are tightly aligned with the core purpose and priorities of NRC and FLAS programs,

including both Absolute Priorities (AP) and all Competitive Preference Priorities (CPP). In addition to the designation of AP and CPP next to the initiative descriptions included throughout the narrative, Table 11 summarizes how our proposed activities address each of the NRC and FLAS competitive preference priorities.

Table 11 Proposed NRC Activities and Corresponding Competitive Preference Priorities		
<i>Competitive Priority</i>	<i>Activity</i>	<i>Page #</i>
NRC CP1: Significant and Sustained Collaborations with MSIs and CCs to incorporate international or global dimensions into curriculum and improve foreign language and area studies instruction	Support new International and Global general education requirement at SLCC and revitalize IS major through: <ul style="list-style-type: none"> ▪ Joint professional development workshops for BYU/UU/SLCC faculty ▪ Add AS content to existing classes at SLCC ▪ Travel funds for SLCC faculty to attend conferences ▪ Funds for UU/BYU/SLCC faculty/administrators to attend conferences designed to build NRC/MSI/CC collaborations 	4
	UU K16 Outreach Coord. manages all K12 and CC partnerships <ul style="list-style-type: none"> ▪ Partner with SLCC on workshops training HS AP exam teachers ▪ Outreach coordinated with CC; e.g. shared speakers and events ▪ SLCC LCTL classroom presentations on AS and FLAS 	4
	Lang instruction pedagogy workshops for UU/SLCC/HS teachers	2
	Shared Vietnamese & Cambodian classes open to SLCC students	8
NRC CP2: Collaborative Activities with Teacher Education Programs to support integration of international, intercultural and global dimensions and world languages into teacher education and to promote preparation of more foreign language teachers in LCTLs	Partner with USBE and others to support Chinese DI instruction and curriculum <ul style="list-style-type: none"> • Mandarin Matrix teacher manuals • DI bridge instructor summer content workshops • OPI Assessment training for DI bridge instructors 	1
	Partner with UU College of Ed on Children's Literature initiative: <ul style="list-style-type: none"> ▪ Support <i>International Children's and Adolescent Literature</i> class for pre- and in-service teachers ▪ Establish READ-U center to curate and train teachers and librarians to teach AS children's literature ▪ Workshops for K-8 pre- and in-service teachers on teaching through Asian children's literature ▪ Support BYU CoE Social Skills Reading program 	5-6
	Teacher pedagogy workshops to expand understanding of Asia in K12 classrooms	6, 7, 8
	Lang instruction pedagogy workshops for UU/SLCC/HS teachers	2
FLAS CP1: Preference to students demonstrating financial need.	<ul style="list-style-type: none"> • FLAS materials state a preference for students with financial need. Selection process reflects that. • Advertise through central scholarship offices and to more socio-economically and ethnically diverse students • Require completion of a FAFSA, filed through the Scholarship Office for FLAS applications. 	58-59
FLAS CP2: >25% of awards to LCTLs.	<ul style="list-style-type: none"> • 100% of academic and summer fellowships in LCTLs: Arabic, Cebuano, Chinese, Japanese, Korean, Russian, Hindi-Urdu, Hmong, Indonesian, Khmer (Cambodian), Tagalog, Thai, Vietnamese, Persian 	59

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

Type of Application (check all that apply)

- ☐ Comprehensive National Resource Center
☒ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$697,500 Year 2: \$697,500 Year 3: \$697,500 Year 4: \$697,500

Type of Applicant

- ☐ Single institution _____
☒ Consortium of institutions
 ☐ Lead University of Utah
 ☐ Partner 1 Brigham Young University
 ☐ Partner 2 _____
 ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input checked="" type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

University of Utah: Chinese, Japanese, Korean, Russian, Hindi, Urdu, Vietnamese, Khmer (Cambodian), Arabic, Persian

Brigham Young University: Cebuano, Hindi, Hmong, Indonesian, Japanese, Korean, Tagalog, Thai, Vietnamese

**Intermountain Consortium for Asian and Pacific Studies
University of Utah and Brigham Young University**

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Department of Education Forms

Diverse Perspectives and National Need Descriptions

Itemized Budget Breakdown

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Appendices

Letters of Support

NRC Performance Measure Form

ACRONYMS

Acronym	Title
AAAS	American Association for the Advancement of Science
ACLS	American Council of Learned Societies
ALA	American Library Association
ANE	Asian and Near Eastern Language Department (BYU)
ANEL	Ancient and Near Eastern Languages
AP	Absolute Priority
AP1	Absolute Priority 1
AP2	Absolutely Priority 2
AS	Asian Studies
BYU	Brigham Young University
BYUASP	Asian Studies Program (BYU)
C	Chinese
CALL	Computer Assisted Language Learning Programs
CC	Community Colleges
CoE	Colleges of Education
CIBE	Centers for International Business Education
CH	College of Humanities
CI	Confucius Institute (UU)
CLAC	Culture and Language Across the Curriculum
CIBE	Center for International Business and Education (BYU)
CJK	Chinese, Japanese, Korean
CLS	Center for Language Studies (BYU)
CP1	Competitive Preference Priority 1
CP2	Competitive Preference Priority 2
CPIS	Center for Pacific Island Studies (HI-Manoa)
CRMRI	Center for Research on Migration and Refugee Integration (UU)
CSRG	Clarity Social Research Group
CTLE	Center for Teaching and Learning Excellence (CTLE)
DI	Dual Language Immersion
DPLA	Digital Library of America
DSU	Dixie State University
FHL	Family History Library (BYU)
FHSS	College of Family, Home, and Social Sciences (BYU)
F-LAN	Flagship-Language Acquisition Network
FLATS	Foreign Language Achievement Test Service
FLTA	Foreign Language Teaching Assistant
FT	Full Time
G&R	German and Russian
GLAD	Global Learning Across Disciplines (UU)
HBLL	Harold B. Lee Library (BYU)
HIP	Hinckley Institute of Politics (UU)
HLLs	Heritage language learners
HLR	Humanities Learning Resources (BYU)
H-U	Hindu-Urdu
ICLRS	International Center for Law and Religion Studies (BYU)
IMCAPS	Intermountain Consortium for Asian and Pacific Studies
IR	International Relations major (BYU)
IG	International and Global General Education Requirement (SLCC)
IAS	International and Area Studies (UU)
IGC	Incheon Global Campus (UU)

IGPCC	Intergovernmental Panel on Climate Change
ILL	Interlibrary Loan
IS	International Studies major (UU)
J	Japanese
K	Korean
KCIS	David M. Kennedy Center for International Studies (BYU)
L2TReC	Second Language Teaching and Resource Center (UU)
LCTL	Less Commonly Taught Languages
MES	Middle East Studies
MIAGE	Masters in International Affairs and Global Management (UU)
MLIB	Marriott Library (UU)
MOPI	Modified Oral Proficiency Interview
MOU	Memorandum of Understanding
NEH	National Endowment For The Humanities
NIH	National Institutes of Health
NSA	National Security Agency
NSEP	National Security Education Program
NSF	National Science Foundation
OGE	Office of Global Engagement (UU)
OPI	Oral Proficiency Interview
PD	Professional Development
PI	Pacific Islands
PMF	Performance Measure Form
PT	Part Time
R	Russian
SA	South Asia
SEA	Southeast Asia
SLC	Salt Lake City
SLCC	Salt Lake Community College
SLTMA	Second Language Teaching MA (BYU)
StAB	Study Abroad
THC	Tanner Humanities Center (UU)
UHM	University of Hawaii-Manoa
UMFA	Utah Museum of Fine Arts (UU)
UNP	University Neighborhood Partners (UU)
USBE	Utah State Board of Education
URC	University Research Committee (UU)
USAF	United States Air Force
USPISA	U.S. PI Studies Association
UUAC	University of Utah Asia Center
UVU	Utah Valley University
WCAAS	Western Conference of the Association for Asian Studies
WLC	Department of World Languages and Cultures (UU)
WLMA	World Languages MA (UU)
WPT	Writing Proficiency Test
WTA	World Trade Association of Utah

University of Utah (IMCAPS)
Statement on Diverse Perspectives & Debate on World Regions and International Affairs

The University of Utah (UU) recognizes that diverse perspectives are integral to Asian Studies. Asia is a region of tremendous linguistic, cultural and religious diversity; studying it with integrity requires that we recognize that diversity, especially given our nation's large Asian immigrant and Asian American communities. The wide array of ethnic and religious diversity among Asian Americans and other historically underrepresented populations is critical to the intellectual dynamism and integrity of our field.

UU's Asia Center (UUAC) will ensure that diverse perspectives are respected and incorporated into our teaching, research and outreach. Our study abroad and internship programs expose students to the perspectives of those in other countries. Since Asian-American perspectives on Asia cannot be equated with Asian views, nor with those of Americans of non-Asian background, we include Asian-American Studies faculty and courses in UUAC. At UU 64 out of 109 Asian Studies faculty are underrepresented minorities and 59 are women.

UUAC has expanded recruitment efforts among diverse populations. Our K16 Outreach Coordinator recruits with the UU Center for Ethnic Student Affairs (CESA), Asian and Pacific American student groups, Salt Lake Community College (SLCC) and community organizations. He conducts presentations to a Diversity Scholars class run by CESA; visits LCTL classes at UU and SLCC to promote our programs, events, and FLAS scholarship opportunities; and meets with UU's Transfer Diversity Scholars coordinator to reach students of color. UUAC has used internal funds to cosponsor, with several Asian Student Associations (such as Vietnamese Student Assoc, and PI Student Assoc), events that build relationships and promote cultural awareness across Utah's diverse communities. We work closely on many professional development (PD) activities with Salt Lake School District's Social Studies and World Languages coordinator. These PD events occur in SL District's most racially and ethnically diverse schools, and promote leveraging of heritage language skills and cultural knowledge for college and professional success.

Presenting multiple perspectives and thoughtful discussion of world regions and international affairs is central to all IMCAPS activities: courses, workshops, conferences, study abroad, internships, public lectures, and teacher trainings. Our events encourage critical thinking, while emphasizing the need for maintaining respectful tone in discussion. Our courses represent a wide variety of views through guest speakers and diverse lecture topics. Many courses, required or elective for AS degrees, encourage critical thought and debate on Asia in international affairs. UUAC faculty are key leaders in UU's distinguished Public Affairs (PA) graduate programs and are active in building PA programs in China, UAE and other countries. In our curriculum development and K16 outreach we foster critical thinking about Asia that challenges stereotypes and oversimplifications, emphasizes critical areas of scholarly debate rather than consensus, and demonstrates the salience of national, ethnic, religious, and gender differences in shaping scholarly and political perspectives.

Brigham Young University (IMCAPS)
Statement on Diverse Perspectives & Debate on World Regions and International Affairs

Brigham Young University believes diverse perspectives are integral to Asian Studies for many reasons. Asia is linguistically, culturally and religiously diverse. Scholars and students must keep this diversity in mind. Our Asian Studies faculty members come from across Asia and represent a wide array of ethnic and national groups whose diversity of views is critical to the intellectual dynamism at BYU.

BYU's Asian Studies Program is deeply committed to ensuring that both the diversity of perspectives from Asia and from within the United States are respected and incorporated fully into our teaching, research and outreach. One goal of our Experiential Learning program is to promote study abroad and internship programs in order to expose students the diversity of people in the countries they study and among the Asian population in the United States. We recognize that Asian-American perspectives on Asia are diverse so support faculty with expertise in Asian-American Studies and include courses on Asian-American topics in our curriculum. At BYU, 40 out of 126 faculty with Asian Studies connections are Pacific Islanders, Asian, and Asian-American; 42 are women.

BYU is committed to recruiting a diverse student population. According to collegefactual.com, BYU's student body overall diversity scores is 79/100 and BYU's overall diversity rank is in the top 15 percentile. BYU students come from all 50 states and 105 different countries. Nearly 50% of all students have lived outside the United States, 65% of students speak a second language and 126 different languages are spoken by students on campus. Seventeen percent of BYU students study abroad while at BYU.

Presentation of different perspectives on major issues is central to BYU's Asian Studies Program. This is accomplished with diverse courses, workshops, conferences, study abroad, internships, public lectures, and teacher trainings. We encourage critical thinking at all of our events, while maintaining respect for alternative viewpoints. The Asian Studies faculty strive to represent a wide variety of views with guest speakers and diverse lecture topics. In our curriculum development and K-16 outreach we challenge stereotypes and oversimplifications, emphasize critical thinking and scholarly debate rather than consensus to demonstrate the salience of national, ethnic, religious, and gender differences in shaping scholarly and political perspectives. This diverse and stimulating academic environment results in BYU ranking 5th in the nation for graduates who go on to earn doctorates in diverse fields.

University of Utah (IMCAPS)
Statement on Programmatic Efforts to Encourage Service in Areas of National Need

The University of Utah (UU), one of two schools within the Intermountain Consortium for Asian and Pacific Studies (IMCAPS), designs its programs to meet the national need for professionals who combine linguistic and cultural fluency in critical strategic languages and geographic regions, to serve with professional competency, and are dedicated to public service. UU offers advanced language training and related area studies courses in Asian strategic languages classified as priority LCTLs by the US Department of Education: Arabic, Hindi, Chinese, Japanese, Khmer (Cambodian), Korean, Persian (Farsi), Russian, Urdu and Vietnamese. In arrangements with our consortium partner BYU, students can study through advanced levels of Indonesian, Tagalog, Cebuano, and Thai. With the support of an NRC/FLAS grant, IMCAPS will further expand advanced language offerings and make them available to more students at IMCAPS campuses, and at Salt Lake Community College. UU also provides extensive support of Utah's internationally renowned Dual Language Immersion programs which are instructing, from kindergarten through high school, large cohorts of Chinese and Russian speaking students whose very advanced levels of proficiency will make them uniquely equipped to serve national needs in strategic languages.

UU possesses a national reputation for quality language and area studies instruction and the NSA, CIA, State Department, FBI, other government agencies, as well as universities and businesses actively recruit graduates on our campus (e.g. NSA relocated its data center to UT to take advantage of local language expertise). UU's Asian Studies majors and minors take a required course, *Exploring Asia*, in which they are exposed to professionals who utilize their language and area studies skills in diverse public, private and nonprofit sector employment (such as representatives of the US military, State Department, NSA, Utah World Trade Center, Delta airlines, and others who work locally with native speakers of Asian languages in health care, refugee services, social work, education and other fields).

UU, along with BYU, has graduate programs that train and certify teachers to instruct world languages at the K12 level. IMCAPS gives preference in FLAS awards to students pursuing government and other public service careers. Among recent IMCAPS grads, about half have been placed in Asia-related careers that serve national needs, including K12 language teaching, the military, UT Governor's Office of Economic Development, NSA, CIA, US Foreign Service, international NGOs, journalism, international business and higher education. One quarter of UU AS and FLAS grads work in non-profits. UU's Second Language Training and Research Center, a close partner in UUAC initiatives, is a federally designated Language Training Center for military units in critical languages (Arabic, Chinese, Japanese, Korean, Russian, and Persian).

Brigham Young University (IMCAPS)
Statement on Programmatic Efforts to Encourage Service in Areas of National Need

Brigham Young University (BYU) programs meet critical national needs for professionals by preparing our students to succeed with a combination of fluency in Less Commonly Taught Languages, knowledge of diverse culture and geographic regions, and professional competency and dedication to public service. BYU offers advanced language training and related area studies courses in strategic languages classified as priority LCTLs by the US Department of Education: Arabic, Cebuano, Hindi, Hmong, Indonesian, Chinese (Mandarin and Cantonese), Japanese, Khmer (Cambodian), Korean, Persian (Farsi), Russian, Tagalog, Thai, and Vietnamese. NRC/FLAS support will further expand advanced language offerings and make them available to more students and support Utah's Chinese dual language immersion programs.

BYU's Chinese Flagship Center produces graduates with professional fluency in Chinese and intensive experience in China. The director of the BYU Center for Language Study, is the former Chancellor of the Defense Languages Institute, twice served as the president of the American Council on the Teaching of Foreign Languages (ACTFL), served as president of the Joint National Committee for Languages, and is a member of the National Council for Languages and International Studies and the Second Language Testing Advisory Board. BYU's graduate programs train and certify teachers to teach foreign languages at the K12 level and has certificate for dual language immersion teaching.

BYU gives preference in FLAS awards to students pursuing government and other public service careers. BYU's national reputation for quality language and area studies instruction attracts the NSA, CIA, State Department, FBI as well as other government agencies who recruit BYU graduates; BYU is a top feeder school for the Foreign Service, NSA, and CIA (one of 6 targeted universities for these organizations). Among recent graduates, many have been placed in Asia-related careers that serve national needs, including K12 language teaching, the military, NSA, CIA, US Foreign Service, international NGOs, journalism, international business and law, and higher education. Many universities and businesses that desire students with advanced language proficiency actively recruit BYU graduates. The NSA located its new data center in UT to take advantage of local language expertise and recruits regularly at BYU. The Utah Army National Guard's Military Intelligence Battalion is foreign language unit and recruits heavily at BYU.

APPENDIX 1A: UNIVERSITY OF UTAH ASIAN COURSE CONTENT

1000-4000 level courses are undergraduate level, 5000 and above are graduate level courses

*Indicates the course will be supported by NRC funds in 2018-19

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Anthropology							
ANTH 1010	Culture and Human Experience	3	30%	S.J. Macfarlan/B. Yague Pascual	391	X	X
ANTH 1030 ENVST 1030	World Prehistory	3	25%	B.F. Coddling/A.K. Parker	137	X	X
ANTH 1070	Introduction to Linguistics in Anthropology	3	25%	M. DiPaolo	7	X	X
ANTH 2031	The Rise of Civilization	3	25%	R.R. Paine	22	X	X
ANTH 3151/6151	Peoples of the Pacific	3	100%	A.V. Bell	37	X	X
ANTH 3211/5211	Patterns of Biological Diversity in Native American Populations	3	25% of course readings on Siberia	S.W. Carlyle	46	X	X
ANTH 4110	Women Cross Culturally	3	25% of course readings on Asia	R. Olsen	61	X	X
ANTH 4193/6193	Medical Anthropology	3	25%	K.L. Kramer	44	X	X
ANTH 4334	Population Issues in Anthropology	3	25%	R.L. Pennington	40	X	X
ANTH 4501	Language in Its Social Context	3	25%	M. DiPaolo	9	X	X
ANTH 4960/6960	Tongan Culture and Island Environment: Study Abroad in the Kingdom of Tonga	3	100%	A. V. Bell	0	X	X
Arabic							
ARAB 1010	Beginning Arabic I	4	100%	M. Groberg	23	X	X
ARAB 1020	Beginning Arabic II	4	100%	M. Groberg	20	X	X
ARAB 2010	Intermediate Arabic I	4	100%	M.A. Mahrous	18	X	X
ARAB 2020	Intermediate Arabic II	4	100%	M.A. Mahrous/ S. M. Salah	15	X	X
ARAB 2120	Accelerated Intermediate Arabic	4	100%	M. Groberg	13		
ARAB 2600	Beginning Arabic Conversation I	1	100%	M.A. Mahrous/ S. M. Salah	3		X
ARAB 2610	Beginning Arabic Conversation II	1	100%	H. Benzina	0	X	X
ARAB 3010	Third Year Arabic	3	100%	A.A. Alzoubi	18	X	X
ARAB 3020	Third Year Arabic II	3	100%	H.E.I. Ahmed	14	X	X
ARAB 3600	Intermediate Arabic Conversation I	1	100%	K. Blankenship/ A.H. Abdelaal	1	X	X
ARAB 4040/6040	Advanced Arabic Language Skills	3	100%	K. Blankenship	6	X	X
ARAB 4050 MID E 4105	Advanced Arabic Language Skills	3	100%	K. Blankenship	6	X	X
ARAB 4207 MID E 4007 CLCS 4900	Women's Voices: Egypt and Iran	3	50%	S. Abed	4	X	X
ARAB 4880	Intensive Arabic Grammar and Translation	3	100%	M. Groberg	0	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
ARAB 7300	Graduate Language Study	1 to 4	100%	K. Blankenship	1	X	X
Architecture							
ARCH 1615	Introduction to Architecture	3	25-50%	S.Yusaf, P.M. Muir	270	X	X
ARCH 3210/6210	Survey of World Architecture I	3	25-50%	S.Yusaf, O. Fischer	60	X	X
ARCH 3211/6211	Survey of World Architecture II	3	25-50%	O.Fischer	53	X	X
ARCH 4200/6214	Japanese Architecture	3	100%	M.Locher	0		X
ARCH 6370	Materials and Construction in Japanese Architecture	3	100%	M.Locher	0	X	
ARCH 6965	Chinese Vernacular Traditions & Culture	3	100%	W. Zhao	13	X	
ARCH 6971	Final Studio (Project in Japan)	5 to 6	100%	A.Mooney	0	X	
Art							
ART 3010	Language of Color: Beauty, Power, Meaning	3	25% of course material on Asia	E.E.Dewitte	307	X	X
ART 3200	History of Ceramics	3	25% of course material on Asia	S.M.Ramachandran/ B.Snapp	0	X	X
Art History							
ARTH 2500	Introduction to History of Art and Visual Culture	3	25% of course content on Asia when taught by Asianist	Various	247	X	X
ARTH 3020	Arts of China	3	100%	W. Kyan	20		X
ARTH 3030	Arts of Japan	3	100%	W. Kyan	0	X	X
ARTH 3060	Arts of Buddhism	3	100%	W. Kyan	0	X	X
ARTH 4000/6800	Good Looking: Writing about Art and Visual Culture	3	25-50% of course content on Asia	Various	16	X	X
ARTH 4030/6020	Silk Road Art/Religion	3	100%	W. Kyan		X	
ARTH 4060	Art and Politics in Modern China	3	100%	W. Kyan	0		X
ARTH 4070/6020	Asian American Visual Culture	3	100%	W. Kyan	15	X	
ARTH 4095	Seminar in Chinese Art	3	100%	W. Kyan	7		
ARTH 6020	Advanced Chinese Art	3	100%	W. Kyan	0	X	
ARTH 6810	Visual Intersections: Critical Approaches to Art and Visual Culture	3	100% when taught by Kyan	Various	11	X	X
ARTH 6830	Seminar Asian Art	3	100%	W.Kyan	5		

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
ARTH 6860	Seminar in Visual Studies	3	25-100% of course content on Asia	L.J.Graybill	5		
ARTH 6910	Directed Studies in Asian Art	3	100%	W.Kyan/ B.Snapp	0	X	X
Asian Studies							
ASTP 3001	Exploring Asia	3	100%	K. Korinek	16	X	X
ASTP 6970	Thesis Research	3-12	100%	Varies	2	X	X
Ballet							
BALLE 2300	Character Dance I	1	25-50% of course on Russia	R.W.J. Wacko/ J.M. Sheedy-Kramer	33	X	X
BALLE 2310	Character Dance II	1	25-50% of course on Russia	J.M. Sheedy-Kramer	32	X	X
BALLE 4780/6780	Essentials of Ballet Teaching I	3	25% of course content on Russia	J.Y. Weber	25	X	X
BALLE 4785/7855	Essentials of Ballet Teaching II	3	25% of course content on Russia	J. Kim	11	X	X
Biology							
BIOL 3460	Global Environmental Issues	3	25%	W.A. Love/ L. Moyer-Horner	117	X	X
Business							
BUS 2900	Introduction to International Business	3	25%	P.J. Dowling	233	X	X
BUS 3840	Global Economy and Business Geography	3	25%	A.M. Linke	202	X	X
BUS 3840	Geography of China	3	100%	D. Wei	111	X	X
BUS 3870	Contemporary Chinese Society	3	100%	Y. Yang	76	X	
BUS 3870	Class, Race and Dream	3	25% Asian American	W. Cole/ F.J. Page	158	X	X
BUS 3940	India and Globalization in the Business World	3	100%	C. Everaert	52	X	
Cambodian/Khmer							
CAMB 1010*	Beginning Cambodian I	4	100%	T. Koim	2	X	X
CAMB 1020*	Beginning Cambodian II	4	100%	T. Koim	2	X	X
CAMB 2010*	Intermediate Cambodian I	4	100%	T. Koim	3	X	X
CAMB 2020*	Intermediate Cambodian II	4	100%	T. Koim	3	X	X
Chinese							
CHIN 1010	Beginning Mandarin Chinese I	4	100%	C.H. Kerr/ L. Guo/Y. Deng	42	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
CHIN 1020	Beginning Mandarin Chinese II	4	100%	C.H. Kerr/ Y. Deng	28	X	X
CHIN 2010	Intermediate Mandarin Chinese I	4	100%	C.H. Kerr/W. Cheng	26	X	X
CHIN 2020	Intermediate Mandarin Chinese II	4	100%	C.H. Kerr/ W. Xu/ W.Cheng/Y. Li	34	X	X
CHIN 2600	Chinese Conversation	1	100%	J.C. Gillespie/ L. Guo	5	X	X
CHIN 3010	Third Year Mandarin Chinese I	3	100%	M. Wan	22	X	X
CHIN 3020	Third Year Mandarin Chinese II	3	100%	M. Wan	20	X	X
CHIN 3060	Intro to Written Chinese	3	100%	C.H. Kerr	20	X	X
CHIN 3390	Chinese Calligraphy	3	100%	C.H. Kerr	22	X	X
CHIN 3510	Business Chinese	3	100%	C.H. Kerr	15	X	X
CHIN 3903	CLAC: Chinese	1	100%	W. Zhao	0	X	X
CHIN 4550/6550	Patterns of Traditional Chinese Culture	3	100%	F. Wu	14		X
CHIN 4610/6610 CLCS 4900	Narrative Literature	3	100%	M.Wan	20	X	X
CHIN 4620/6620 CLCS 4900	Literature Middle Period	3	100%	F. Wu	16	X	X
CHIN 4710/6710	Classical Chinese	3	100%	F. Wu	16	X	X
CHIN 4880/6880	Directed Reading	1 to 4	100%	C.H. Kerr/ F. Wu	0	X	X
CHIN 4900	Fourth Year Advanced Chinese	3	100%	L. Guo	3	X	X
CHIN 4900	Legal Chinese	3	100%	L. Guo	0	X	
CHIN 4900/6900 CLCS 3670	Martial Arts Literature and Flim	3	100%	M. Wan	12	X	X
CHIN 5280/6280	Structure of Chinese Syntax	3	100%	J. Bi	8	X	X
CHIN 5281/6281	Structure of Chinese: Phonetics	3	100%	T.R.Chi	0	X	X
CHIN 5410	Teaching Chinese as a Second Language	3	100%	J. Bi	4		X
CHIN 6550	Patterns of Traditional Chinese Culture	3	100%	F. Wu	1	X	X
CHIN 7300	Graduate Language Study	1 to 4	100%	F. Wu/ C.H. Kerr	7	X	X
City and Metropolitan Planning							
CMP 3100	Urban Environmental Theory and Practice	3	75%	T. Banuri	51	X	X
CMP 3400	Urban Environmental Economics	3	75%	T. Banuri	39	X	
CMP6960 ECON 6960/7960	Global Sustainable Development	3	75%	T. Banuri	0	X	X
Communication							
COMM 3190	Intercultural Communication	3	25% course content on Asia when taught by an Asianist	K. Ono/S.N. Edward/J.A. Maldonado-Olivas/J.P. Ewalt/M.M. Parks	143	X	X
COMM 3770	Cross Cultural Documentary	3	50-75% course content on Asia	S.Choi	0	X	X
COMM 3775	Korean Media & Culture	3	100%	S. Choi	0	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
COMM 5360/6360 ENVST 5360	Environmental Communication	3	25-50% of course content on China when taught by Asianist	K.M.Deluca	35	X	X
COMM 5610/6610	IT & Global Conflict	3	25%	S.T. Lawson	31	X	X
COMM 5620/6620	International Communication	3	25-50% course content on Asia	S.Choi/ S.T.Lawson	29	X	X
COMM 7000	Media and Social Memory	3	50%	S.Choi	0	X	X
COMM 7200	Environmental Communication	3	25-50% course content on Asia	K.M.Deluca	0	X	X
Comparative Literary and Cultural Studies							
CLCS 3960	Cultures in Contact	3	25%	L.Alavi	2	X	X
CLCS 4900	Saints and Sinners 19th Century Russian Literature	3	100%	R. Garn	0	X	
CLCS 6660	God, Love, and Mysticism	3	100%	S. Amirsoleimani	0	X	X
CLCS 6690	Literary Translation	3	100%	F. Wu	10		X
Dance							
DANC 4571/6571	Graduate Movement in Culture	3	25% course content on Asia	S.Hummasti/ J.I. Stack	31	X	X
Economics							
ECON 1060 GNDR 1060	The Political Economy of Race, Ethnicity, Class, and Gender	3	25% of materials and case studies on Asia	Y. Wu	26	X	X
ECON 3250	Introduction to Environmental and Natural Resource Economics	3	25% of materials and case studies on Asia	G.A.Lozada	13	X	X
ECON 3380	Manias, Panics, and Crashes	3	25% of case studies on Asia	C.Bilginsoy	47	X	X
ECON 3500	International Economics	3	25% of case studies on Asia	G. Ozgur/ Z.R. Siddiqui/ D. Arora/ R.L. Von Arnim/ M. Mohammed	356	X	X
ECON 3540	Current Economic Problems	3	25% of case studies on Asia	Various	106	X	X
ECON 5080/6080	Marxian Economics	3	25% of case studies on Asia	H.Ehrbar	76	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
ECON 5170/6170 GNDR 5170	Feminist Economics	3	25% of case studies on Asia	G.Berik	22	X	X
ECON 5250/ 6250	Environmental and Natural Resource Economics	3	25% of case studies on Asia	G.A.Lozada	10	X	X
ECON 5420/6420	China and the Global Economy	3	100%	M.Li	51		X
ECON 5430/6430	Asian Economic History and Development	3	100%	M. Li	47	X	X
ECON 5510/6510	International Monetary Relations	3	25% of case studies on Asia	K. Erturk	14		
ECON 5530/6530	Principles of Economic Development	3	25% of case studies on Asia	G.Berik	13	X	X
ECON 5540/6540	Capitalism and Socialism	3	25% of case studies on Asia	S.S. Shrivastava	21	X	X
ECON 5560/6560	Gender and Economic Development in the Third World	3	25-75% of case studies on Asia	C.J. Arment	6	X	X
ECON 5960	CLAC: China Global Economy	1	100%	W. Zhao	0	X	
ECON 7020	International Economics I	3	25% of case studies on Asia	N.Cagatay	0	X	
ECON 7560	Economic Development I	3	25% of case studies on Asia	T. Banuri	9		X
ECON 7561	Economic Development II	3	25% of case studies on Asia	C. Rada-Von Arnim	6		X
Education, Culture and Society							
ECS 6619/7619	Indigenous Epistemologies	3	25%	C. Benally	0	X	X
ECS 6950	Crazy Smart Asians/Other Myths	3	25%	C.J. Chow	0		X
English							
ENGL 2700	Diversity in American Literature	3	33% of readings on Asia	M.Shreiber/ P. Rekdal	93	X	X
ENGL 3780	Global /Transnational Literature	3	25-50% readings on Asia	D. Roh	35	X	X
ENGL 5810	South Sea Tales	3	100%	N.S. Tua'One	0	X	
ENGL 5930	Theories of Race, Ethnicity, and Nation	3	25%	L. Alberto/ K.N. Mangrum	72	X	X
ENGL 7800	Seminar in History and Literature	3	50%	V. Cheng	0	X	
Ethnic Studies							
ETHNC 2500	Introduction to Ethnic Studies	3	25% on Asian Americans/Diaspora	E.A. Archuleta/ K.M. Jew/ E.A. Munoz/ A.I. Fukushima/ L. Alberto	210	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
ETHNC 2580	Asian Pacific American Experiences	3	100%	L.K. Clough Moon/ B. Paudyal/ B. Liu/H.K. Aikau	125	X	X
ETHNC 2590	Pacific Islander American Experiences	3	100%	U. Tongaonevai	148	X	X
ETHNC 3365 SOC 3365	Ethnic Minorities in America	3	25% on Asian Americans/Diaspora	V. Fu	0	X	
ETHNC 3520	Asian Pacific American Contemporary Issues	3	100%	B. Paudyal	19		X
ETHNC 3880	Asian Pacific American Women	3	100%	H.T. Moriyasu	0		X
ETHNC 3990	Pacific Island Topics	3	100%	M. Arvin/I.V. Hafoka	0	X	X
ETHNC 4600	Asian Pacific American History	3	100%	W.M. Sasaki-Uemura	1		
ETHNC 5910	Advanced Explorations in Ethnic Studies	3	25-50%	E. Fong	11	X	X
Family and Consumer Studies							
FCS 3290	Ethnic Minority Families	3	25% on Asian Americans/Diaspora	A.Solorzano / T.E.Taylor/B.B. Owen	86	X	X
FCS 3370	Parenting and Cultures	3	25% on Asian Americans/Diaspora	M.L.Diener	90	X	X
FCS 3470	International Consumer Policy	3	25% of course content on Asia	R.N.Mayer	29		X
FCS 5700/6700 URBPL 5010	Research for Consumer and Community Needs	3	25% on Asian Americans/Diaspora	Y.Zhou	9	X	X
Family and Preventive Medicine							
FP MD 4500	Public Health: A Global Perspective	3	25% of case studies on Asia	L.S. Benson	19		
FP MD 5520/5521	Public Health: Perspective on Surgery in the Global Context	3	25% of case studies on Asia	L.S. Benson/ C.R. Devries/ M.J. Harris/ R.R. Price	25		
FP MD 5530/6530	Global Health	3	25% of case studies on Asia	L.S. Benson/B.T.Crookston	24		
FP MD 6502	International Public Health Issues	3	25% of case studies on Asia	L.S. Benson	23		
FP MD 7510	Care for Refugees	3	50% of case studies on Asian refugees	J.L. Jones Guthrie	5	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Film Studies							
FILM 2100	Introduction to Film	4	25% of films from Asia	W.C. Siska/H.M. Weber/J.L. Schurig/B.E. Lowe/T. Sobchack	441	X	X
FILM 2240	Diversity in American Film	4	25% Asian film	T.Sobchack	36		X
FILM 3170	Japanese Anime	3	100%	L.F. Shen	40		X
FILM 3250/6370	Arab Cinema	4	100%	C.C.Lippard	29		X
FILM 3110/6110	History of Film I	4	25% Asian film	C.C.Lippard	244	X	X
FILM 3905	CLAC: Japanese	1	100%	K. Omi	3		
Geography							
GEOG 1000 ENVST 1000	Earth Environments	3	25% case studies from Asia	Various	239	X	X
GEOG 1300	World Regional Geography	3	25% case studies from Asia	I. Weinbauer/ E. Dudley-Murphy/ G.F.Hepner	154	X	X
GEOG 1400	Human Geography	3	25% case studies from Asia	R.M. Medine/ E. Dudley-Murphy/ T.J. Cova	201	X	X
GEOG 3200/5200 ENVST 8200	Mountain, Rivers, Deserts	3	25%	K. Nicoll/ Z.J. Lundeen	25	X	X
GEOG 3205/5205	Regional and Global Climates	3	25% case studies from Asia	L.L.Coats	18	X	X
GEOG 3210/5210 ENVST 3210	Global Climate Change	3	25% of case studies on Asia	A.R. Brunelle	40	X	X
GEOG 3270/5270 ENVST 3270	Global Patterns of Life	4	25% of case studies on Asia	M.J. Power/L.L Coats	68	X	X
GEOG 3310 ENVST 3310	Introduction to Natural Hazards	3	25% case studies from Asia	L.L.Coats	24		X
GEOG 3320/5320	Geography of Terrorism and Homeland Security	3	50% case studies from Asia	G.F.Hepner	34	X	X
GEOG 3330 ENVST 3330	Urban Environment Geography	3	25% case studies from Asia	M.G.Atwood/ I. Weinbauer	15	X	X
GEOG 3340/53400 ENVST 3340	Geography of Disasters	3	50% case studies from Asia	J.J. Cova	6	X	X
GEOG 3360/5360	Ocean Environments	3	25% case studies from Asia	Z.J.Lundeen	0	X	
GEOG 3400/5400 ENVST 3400	Population Geography	3	25% case studies from Asia	K. Grace	30	X	X
GEOG 3420	Political Geography	3	25% case studies from Asia	V.J. Halford	20	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
GEOG 3440/5440	Global Economic Geography	3	25% case studies from Asia	K. Grace	24		X
GEOG 3640	Geography of China and Asia	3	100%	D. Wei/H. Huang	0	X	
Geology and Geophysics							
GEO 1000	Science in Cinema	3	25% case studies in Asia	G.J. Bowen/M.A. Loewen	176	X	X
GEO 1010	Exploring Earth	3	25% case studies in Asia	P.H. Roth/ M.G. Davis	83	X	X
GEO 1030	Earthquakes and Volcanoes	3	25% case studies in Asia	C.D. Bradbury/M.G. Davis	334	X	X
GEO 3300	The Water Planet	3	25% case studies in Asia	D.K. Solomon	29	X	X
Gerontology							
GERON 5280/6280 ED PS 5960	International Dimensions of Lifelong Learning	3	25% case studies in Asia	K.F. Felsted	23	X	X
Health Promotion and Education							
H EDU 5060	International Health Promotion	3	25% case studies Asian American	J.M. Lehmbeck/K.L. Proctor	70	X	X
H EDU 5300	Diversity and Health	3	25%	J. M. Farnsworth/L.I. Cline	462	X	X
Hindi							
HINDI 1010	Beginning Hindi-Urdu I	4	100%	C. Everaert	11	X	X
HINDI 1020	Beginning Hindi-Urdu II	4	100%	C. Everaert	5	X	X
HINDI 2010	Intermediate Hindi-Urdu I	4	100%	C. Everaert	3	X	X
HINDI 2020	Intermediate Hindi-Urdu II	4	100%	C. Everaert	3	X	X
HINDI 3010	3rd Year Hindi I	3	100%	C. Everaert	0		X
HINDI 3020	3rd Year Hindi II	3	100%	C. Everaert	0		X
HINDI 3710	Hinduism and Islam	3	100%	C. Everaert	11	X	X
HINDI 4880/6880	Independent Study	1 to 3	100%	C. Everaert	1	X	X
HINDI 7300	Graduate Language Study	1 to 4	100%	C. Everaert	2	X	X
History							
HIST/UGS 1210	Asian Civilizations: Traditions	3	100%	W.M.Sasaki-Uemura/J. Theiss/B. Cohen	47	X	X
HIST/UGS 1220	Asian Civilizations: Modern History and Societies	3	100%	J.Theiss/B.Cohen/W. Sasaki-Uemura/S. Lowey-Ball	37	X	X
HIST/UGS 1450 MID E 1545	Middle East Civilization: Islamic Origins & Empires, 600-1800	3	100%	P. Von Sivers	10	X	

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
HIST 1500	World History to 1500	3	50% on Asia	L. Kelly/S.C.Woolley	130	X	X
HIST 1510	World History Since 1500	3	50% on Asia	P. Von Sivers/S.G. Jones	182	X	X
HIST 3005 MID E 3500	Ancient Empires	3	75%	B. Parker	0	X	
HIST 3160	Soviet Union	3	75% on Asia	J. Ault	24		
HIST 3390 MID E 3539	Mesopotamian Civilizations	3	100%	B. Parker	28		
HIST 3398 MID E 3545	History of Middle East 1798-1914	3	50% on Asia	S. Safiullah	0		X
HIST 3500	Pre-Modern China	3	100%	M. Thatcher	0	X	
HIST 3510	Modern China	3	100%	J. Theiss	17		X
HIST 3530	Modern Japan	3	100%	W.M.Sasaki-Uemura	0	X	
HIST 3555	Medieval India	3	100%	B. Cohen	0	X	
HIST 3560	Modern India	3	100%	B.Cohen	0	X	
HIST 3580	Pre Modern Southeast Asia	3	100%	S. Lowey-Ball	0	X	
HIST 3590	Modern Southeast Asia	3	100%	S. Lowey-Ball	0	X	X
HIST 3910	History of Pacific Islands	3	100%	M. Arvin	0	X	X
HIST 3910	Dead Sea Scrolls	3	100%	B. Parker	52		
HIST 3910	Utah and the Pacific	3	50%	S. Lowey-Ball	0		X
HIST 3910	Race/Empire Asia Pacific	3	100%	R. Moran	0		X
HIST 3910	Comparative Slavery	3	25% if final paper on Asia	N.M. Volz	0		X
HIST 4200/6200	Comparative Empires	3	50%	P. Von Sivers	5		
HIST 4230	Global Islam	3	100%	S. Lowey-Ball	0		X
HIST 4260	French Colonial Empire	3	25%	J. Lehning	0	X	
HIST 4270/6270	Empire and Exploration 1400-1750	3	50%	H. Cagle	0		X
HIST 4271	European Exploration, Imperialism, and Decolonization 1750 to the Present	3	25%	J. Lehning	0		X
HIST 4320/6320	America at War (1629-1898)	3	25% on Asia	E.J.Davies	0	X	X
HIST 4400 MID E 4510 POLS 4400	Introduction to Islam	3	50% on Asia	H. Yavuz/ P.Von Sivers	11	X	
HIST 4410 MID E 4541	Arabian Days Caliphates	3	100%	P. Von Sivers	0	X	
HIST 4420/6420 MID E 4542	The Crusades	3	50%	P. Von Sivers	33	X	
HIST 4490 MID E 3880/6880	Major Issues in Middle Eastern History: Oil in the Middle East	3	50%	R.B. Sorkhabi	0	X	X
HIST 4510/6510	Asian Film	3	100%	W. Sasaki-Uemura	0		X
HIST 4560/6910 ETHNC 4600	Asian American History	3	100%	W. Sasaki-Uemura	17		
HIST 4765/6765	Vietnam War	3	100%	S. Vehnekamp	0	X	X
HIST 4780/6780	The Korean War	3	100%	E.J.Davies	46	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
HIST 4860/6860	Environmental History of China	3	100%	J. Theiss	0		X
HIST 4865/6865 GNDR 5960	Gender, Race, Empire in Asia	3	100%	J. Theiss	0	X	
HIST 4920	CLAC: Japanese	1	100%	K. Omi	3	X	
HIST 6930	Special Studies in Asia	3	100%	Rotates	1		
HIST 7910	Seminar in Gender History	3	25%	E. Clement	12	X	
HIST 7920	Seminar in Colonialism	3	50-100%	M. Arvin	4	X	X
Honors							
HONOR 3900	Designing the Idea Place	3	50%	E. Laursen	30		
HONOR 3910	Constructing the Ideal Person	3	50%	E. Laursen	0		X
HONOR 3950	Turgenev, Dostoevsky, and Russian Terrorism	3	100%	G. Fitzgerald	0	X	
International Affairs and Global Enterprise							
IAGE 6800	Foundations of International Affairs and Global Enterprise	3	25%	S. Ott	14	X	X
IAGE 6865	Global Health Policy and Management	3	25%	J. Negrette/ S. Ott	0	X	X
IAGE 6910	Internship	1 to 3	100% if at Asian site.	S. Ott	0	X	X
Japanese							
JAPAN 1010*	Beginning Japanese I	4	100%	Y. Azuma/M.S. Ashdown/W. Akamine	121	X	X
JAPAN 1020*	Beginning Japanese II	4	100%	Y. Azuma/M.S. Ashdown	83	X	X
JAPAN 2010*	Intermediate Japanese I	4	100%	Y. Azuma/M.S. Ashdown	47	X	X
JAPAN 2020*	Intermediate Japanese II	4	100%	Y. Azuma/M.S. Ashdown	31	X	X
JAPAN 3040	Third Year Japanese	3	100%	Y. Azuma	34	X	X
JAPAN 3060	Third Year Japanese	3	100%	Y. Azuma/S. Azuma	23	X	X
JAPAN 3410	Teaching Japanese as a Second Language	3	100%	C. Yunchuan	0		X
JAPAN 3510	Commercial Japanese	3	100%	S. Azuma	25		X
JAPAN 3520	Commercial Japanese II	3	100%	S. Azuma	14	X	X
JAPAN 3903	CLAC: Japanese	1	100%	J. Loveland	13	X	X
JAPAN 4540	Japanese Pop Culture	3	100%	M. C. Suzuki	32		
JAPAN 4550/6550	Japanese Civilization	3	100%	M.C.Suzuki	23		
JAPAN 4560	Newspaper Japanese	3	100%	S. Azuma	0		X
JAPAN 4570	Multicultural Japan	3	100%	C. Textor	0		X
JAPAN 4610/6610	Survey of Japanese Literature: Modern Period	3	100%	M.C.Suzuki	16		
JAPAN 4630	Survey of Japanese Literature: Women	3	100%	M. C. Suzuki	0	X	
JAPAN 4660	Japanese Literature	3	100%	M. C. Suzuki/C Textor	12		X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
JAPAN 4680 CLCS 4900	Modern Japanese Literature in Translation	3	100%	M. C. Suzuki/C. Textor	0		X
JAPAN 4900	Intro to Japanese Linguistics	3	100%	C. Textor	0		X
JAPAN 4900	Japanese Empire to Korean Wave	3	100%	C. Textor	0	X	
JAPAN 4900/6900	Race in Japan	3	100%	M. Suzuki	0	X	
JAPAN 4990	Capstone Course	1	100%	S. Azuma/ M.C. Suzuki	7		
JAPAN 5290	Structure of Japanese Syntax	3	100%	S. Azuma	8	X	X
JAPAN 5291	Japan Linguistics: Language and Society	3	100%	S. Azuma	13		
JAPAN 7300	Grad Language Study	3	100%	M. C. Suzuki/ S. Azuma	6	X	X
Korean							
KOREA 1010	Beginning Korean I	4	100%	K. Cho /J. Kim	52	X	X
KOREA 1020	Beginning Korean II	4	100%	K. Cho /J. Kim	26	X	X
KOREA 2010	Intermediate Korean I	4	100%	J. Kim/K.P. Eldredge	12	X	X
KOREA 2020	Intermediate Korean II	4	100%	J. Kim	13	X	X
KOREA 2600	Korean Conversation	1	100%	H. Kim/A. Choi	22	X	X
KOREA 3060	Third Year Korean I	3	100%	D.J. Torrey/K. Cho	7	X	X
KOREA 3070	Third Year Korean II	3	100%	D. J. Torrey	6	X	X
KOREA 3100	Korean Culture Through Literature and Film	3	100%	D. J. Torrey/K. Cho	20	X	X
KOREA 3200	Professional Korean	3	100%	S. Kwak	0	X	X
KOREA 3600	Intermediate Korean Conversation	1	100%	A. Choi/H. Kim	10	X	X
KOREA 3610	Intermediate Korean Conversation	1	100%	K.P. Eldredge	11	X	X
KOREA 3903	CLAC: Korean	1	100%	S. Kwak	9	X	X
KOREA 4060	Advanced Reading and Conversation	3	100%	H. Kim	0		X
KOREA 4810	Learning Assistantship	2 to 3	100%	D. J. Torrey/H. Kim	0		X
KOREA 4880/6880	Independent Study	1 to 4	100%	K. Cho/ D.J. Torrey	10	X	X
KOREA 4900	Advanced Korean Reading and Conversation	3	100%	K. Cho	7	X	
KOREA 4900	Situational Communication through K-Drama	3	100%	H. Kim	0	X	X
KOREA 7300	Graduate Language Study	1 to 4	100%	D. J. Torrey/K. Cho	1	X	X
Law							
LAW 7052	International Business Transactions	3	25% examples from Asia	A.T.Anghie	3		X
LAW 7625	Middle Eastern Law	3	100%	A.Guiora	6	X	X
LAW 7789	Global Perspectives on Counter Terrorism	3	50%	A.Guiora	25	X	X
LAW 7800	Human Rights and Corporations	3	25% examples from Asia	E.George	6	X	X
LAW 7800	Global Justice	3	50%	A. Guiora	11	X	X
LAW 7800	International Law Foreign Investment	3	25%	B. Kingsbury	10		

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
LAW 7878	Terrorism Simulation Design	2	50%	A. Guiora	10	X	
LAW 7910	International Law	3	50% examples from Asia	A.T.Anghie	24	X	X
LEAP							
LEAP 1100	LEAP Sem in Humanities: Health Sciences	3	25%	C.J. Bliss	32	X	X
LEAP 1100	LEAP Sem in Humanities: Pre-Nursing	3	25%	N. Wood	26	X	X
LEAP 1100	LEAP Sem in Humanities: College of Health	3	25%	N. Wood	54	X	X
Linguistics							
LING 3470	Language and Culture	3	25% examples from Asian languages	K. Marsh Schaeffer/ C. Showalter	188	X	X
Management							
MGT 4900	International Management	3	50% case studies from Asia	T. L. Boam	117	X	X
MGT 6790	International Management	3	50% case studies from Asia	T. L. Boam	20	X	X
Mathematics							
MATH 3010	Topics in the History of Mathematics	3	25% content on Asia	J. D. Underdown/ H. Hecht	64	X	X
Middle East Studies							
MID E 1000	Introduction to the Middle East	3	100%	E. Wasilewska	15	X	X
MID E 1545	Mid-East Civilization	3	100%	P. Von Sivers	5	X	
MID E 2780	Religiosity in the Middle East and the US	3	50%	E. Wasilewska	33	X	X
MID E 3500	Ancient Empires	3	75%	B. Parker	0	X	
MID E 3713	Peoples and Cultures of the Middle East	3	100%	E. Wasilewska	24		
MID E 3773	Silk Road: Past and Present	3	100%	E. Wasilewska	43	X	X
MID E 3880	Oil in the Middle East and Central Asia	3	100%	R.B. Sorkhabi	10	X	X
MID E 3880	Exploring the Middle East	3	100%	N. P. Devir	14		X
MID E 3880	Islamic Fundamentalism	3	75%	S. Safiullah	14		
MID E 3880	Religion and Fashion in the Middle East	3	50%	E. Wasilewska	7		
MID E 3880	CLAC: Arabic	1	100%	A. A. Alzoubi/S. Salah	5	X	X
MID E 4007	Women's Voices: Egypt and Iran	3	50%	S. Abed/H.K. Firouzabakhch	3	X	
MID E 4107	Model Arab League	3	100%	A. Sanders-Aboulila	15	X	X
MID E 4510	Introduction to Islam	3	50%	M.H. Yavuz	4		X
MID E 4542	The Crusades	3	50%	P. Von Sivers	5	X	
MID E 4880	God, Love and Mysticism	3	100%	S. Amirsoleimani	0	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
MID E 4880	Science in the Middle East and Central Asia	3	100%	R.B. Sorkhabi	7		X
Music							
MUSC 3600	World Music	3	50% Asian music	C.Clayton/ A.N.Greenan	1007	X	X
Nursing							
NURS 4110	Global Health Nursing	3	25%	J.J. Bills/J.M. Dyer/J.A. Smith	65	X	
NURS 6555 SW 6352/6622	Global Issues Women's Health	3	25%	C.J. Frost/P.A. Murphy	0	X	
Nutrition							
NUTR 3620	Cultural Aspects of Food	3	25% examples from Asia	R. B. Jones/T.S. Martelly/A. B. Jameson	720	X	X
Parks, Recreation, and Tourism							
PRT 3610	The Global Citizen: Responsible Travel and International Life	3	50% on Asian/Pacific examples	Various	244	X	X
PRT 5610/6610	International Tourism	3	50% on Asian/Pacific examples	L.S.Ralston	50	X	X
Persian							
PERS 1010	Beginning Persian I	4	100%	L. Alavi	7	X	X
PERS 1020	Beginning Persian II	4	100%	L. Alavi	6	X	X
PERS 2010	Intermediate Persian I	4	100%	L. Alavi	3	X	X
PERS 2020	Intermediate Persian II	4	100%	L. Alavi	3	X	X
PERS 3010	Third Year Persian	3	100%	S. Amirsoleimani	10	X	X
PERS 3020	Third Year Persian	3	100%	S. Amirsoleimani	6	X	X
PERS 4010	Advanced Persian Language Skills I	3	100%	S. Amirsoleimani/L. Alavi	4	X	X
PERS 4020	Advanced Persian Language Skills II	3	100%	L. Alavi	1	X	X
PERS 4208	Women's Voices	3	100%	H.K. Firouzbakhch	0	X	
PERS 4880/6880 MID E 4880 CLCS 6660	God, Love and Mysticism	3	100%	S. Amirsoleimani	0	X	X
PERS 7300	Graduate Language Study	1 to 4	100%	S. Amirsoleimani	0	X	X
Philosophy							
PHIL 3640	World Religions	3	50% on religions of Asia	Various	766	X	X
PHIL 4140/6140	Classical Chinese Philosophy	3	100%	E.Hutton	11		X
PHIL 5150/6150	Topics in Classical Chinese Philosophy	3	100%	E.Hutton	0	X	
PHIL 5700/6700 POLS 5960/6960	Political Philosophy: East and West	3	100%	M. Button/W. Hutton	0	X	

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Physics							
PHYS 3150	Energy and Sustainability	3	25% examples from Asia	O.G.Symko	63	X	X
Political Science							
POLS 2200	Introduction to Comparative Politics	3	25% case studies from Asia	H. Erdagoz/S.P. Handlin	127	X	X
POLS 3190	Racial and Ethnic Politics	3	25% content on Asian Americans/Diaspora	E.Fong	40		X
POLS 3440	Comparative Politics of the Middle East		75%	M.H. Yavuz	36	X	X
POLS 3450	Politics in China	3	100%	Y. Tong	19	X	
POLS 3490	Religion and Politics in Comparative Perspective	3	25% on countries in Central and South Asia	H. Erdagoz	51		X
POLS 3680	Globalization and World Politics	3	25%	H. Lehman/ C. R. Humphreys	72	X	X
POLS 3960	CLAC: Korean	1	100%	E. B. Chung	1		
POLS 4400 HIST 4400 MID E 4510	Introduction to Islam	1	50%	M.H. Yavuz	24		X
POLS 5410/6410	New Democracies	3	25%	M. Castle	14	X	X
POLS 5440/6440	Nationalism and Ethnic Conflict	3	25% on Central Asia	M.H.Yavuz	19	X	X
POLS 5450/6450	Political Violence/Terrorism	3	25% on Asian Countries	M. Castle	27	X	X
POLS 5460/6460	International Relations of Africa	3	25% on Asian Countries	H.P.Lehman	27	X	X
POLS 5480	International Relations of East Asia	3	100%	E.B. Chung	8		X
POLS 5660	American Foreign Policy	3	25% on Asian Countries	S.Lobell	31	X	X
POLS 5680/6680	Chinese Foreign Policy	3	100%	Y.Tong	0	X	
POLS 5710	Foundations of the Politics of International Economic Relations	3	25% on Asian Countries	B.Judkins	0	X	
POLS 5960	Political Philosophy: East and West	3	50%	M. Button/W. Hutton	0		X
POLS 6400	Proseminar in Comparative Politics	3	25% on Asian Countries	Y. Tong	0	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Russian							
RUSS 1010	Beginning Russian I	4	100%	V. Stroianovskaia/P.R. Cushing /E.Khodakova/E.H Peterson	30	X	X
RUSS 1020	Beginning Russian II	4	100%	E.J. Top-Kauffman/E.H. Peterson	17	X	X
RUSS 2010	Intermediate Russian I	4	100%	K.A. Hodges	12	X	X
RUSS 2020	Intermediate Russian II	4	100%	K.A.Hodges	14	X	X
RUSS 2600	Lower-level Russian Conversation	1	100%	R.Garn/V. Stroianovskaia	6	X	X
RUSS 3040	Fifth Semester Russian	3	100%	K.A. Hodges/E.K. Ewaskio	6	X	X
RUSS 3050	Sixth Semester Russian	3	100%	R. Garn/E.K. Ewaskio	7	X	X
RUSS 3060	Third Year Russian I for Nontraditional Students (Advanced Grammar)	3	100%	R. Garn	16	X	X
RUSS 3070	Third Year Russian II for Nontraditional Students	3	100%	R. Garn	9	X	X
RUSS 3550/CLCS 3900	Russia Under the Czars	3	100%	R. Garn	0	X	
RUSS 3560/CLCS 3900	Soviet Culture	3	100%	E. Laursen	0		X
RUSS 3570	Post Soviet Film	3	100%	R. Garn	11		
RUSS 3580	Russia and Asia	3	100%	J.F. Hacking	15		
RUSS 3903	CLAC: Russian	3	100%	E.K. Ewaskio	0	X	X
RUSS 4610	4th Year Russian I: Cinema	3	100%	R.Garn	13		
RUSS 4620	Advanced Russian II	3	100%	R. Garn/N. Kuznetsova	13	X	X
RUSS 4710/CLCS 4900	Studies in 19th Century Russian Literature	3	100%	R. Garn	0	X	
RUSS 4720/CLCS 4900	Studies in 20th Century Russian Literature	3	100%	E. Laursen	16		X
RUSS 4900	Special Topics: Community Volunteering	3	100%	L. Alavi	0	X	X
RUSS 4900	CLAC: Russian	1	100%	A. Safargalina	2		
RUSS 4900	Russian Through Music	3	100%	N. Kuznetsova	0		X
RUSS 5280/LING 5295	Russian Phonetics and Phonology	3	100%	J.F. Hacking	10	X	X
RUSS 5281/LING 5296	Russian Morphology	3	100%	J.F. Hacking	0	X	
RUSS 7300	Graduate Language Study	1 to 4	100%	E. Laursen/ J.F. Hacking	0	X	X
Social Work							
SW 3550	Social Diversity and Cultural Understanding	4	25%	I.M. Ota	138	X	X
SW 4100	Global Community Based Research	3	25%	R. Gerritsen-McKane/ C. Mabeth	86	X	X
SW 6350	Global Perspectives in Social Work	3	25%	H. Leta	9	X	X
Sociology							
SOC 3365	Ethnic Minorities in America	3	25% on Asian Americans	D. Tyler/ T. Martinez	106	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
SOC 3380	Social Inequality	3	25% on Asian Americans	Various	159	X	X
SOC 3393	Diversity Internship	3	100% if at Asian American organization	D. H. Poole/C.M. James	17	X	X
SOC 3435	Inequality and Globalization	3	25% case studies from Asia	L.R. Prudencio/ Y.M. Young/ D. N. Auerbach	30	X	X
SOC 3569	Terrorism, Violence, and Aggression	3	25% examples from Asia	A.M. Linke/M.N. Goodman	44	X	X
SOC 3650	Population and Society	3	25-50% case studies from Asia	T.C. Quinn/A.E. Pascoe	507	X	X
SOC 3671	Sociology of Health	3	25% Asian American	A. Kamimura	10		X
SOC 3741	Migrants and Communities	3	25-75% case studies on Asia	K. Korinek	33	X	
SOC 3769	Disparities in Health	3	25% case studies on Asian Americans	A. Kamimura	21	X	X
SOC 4674/6674	Global Health	3	80% on Asia	A. Kamimura	12	X	X
Special Education							
SP ED 3020	Special Education Globalization and International Perspectives	3	75% examples from Asia	G. T. Sadowski/J. Kidder	53	X	X
Theater							
THEA 3001	Zen and the Art of Eastern Theatre	3	100%	J.A.Gardner	41	X	X
THEA 3210	Tai-Chi Yoga Movement	3	100%	W.Parkinson	103	X	X
THEA 4701	Gender on the Global Stage	3	50%	S. Cheek-O'Donnel	0		X
Undergraduate Studies							
UGS 2230	Block U: Global Citizen	3	50%	E. Laursen/C.A. Jones	16	X	X
Writing Program							
WRTG 4010	Writing Across Borders	3	25% examples from Asia	C.T. Jordan	0	X	X
Vietnamese							
VIET 1010*	First Year Vietnamese I	4	100%	H.T. Nguyen	12	X	X
VIET 1020*	Beginning Vietnamese II	4	100%	H.T. Nguyen	6	X	X
VIET 2010*	Intermediate Vietnamese I	4	100%	H.T. Nguyen	10	X	X
VIET 2020*	Intermediate Vietnamese II	4	100%	H.T. Nguyen	7	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
VIET 3010*	3rd Year Vietnamese	3	100%	Huynh, T.Q.	2	X	X
VIET 3020*	Intermediate Conversation & Reading	3	100%	Huynh, T.Q.	2	X	X
VIET 7300*	Graduate Language Study	3	100%	Huynh, T.Q.	2	X	X

APPENDIX 1B: BRIGHAM YOUNG UNIVERSITY ASIAN COURSE CONTENT

*Indicates the course will be supported by NRC funds in 2018-19

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Aerospace Studies							
AEROS 410	National Security Affairs: Russia, Europe, & East Asia	3	75% case studies from Asia	B. Snell, P. Kucharek, Brent Alan Johnson, Mark Andrew Slik, Richard Young Baird	26	X	X
Anthropology							
ANTHR 101	Social/Cultural Anthropology	3	25% taught by Asianist	D. Crandall, B. Newby, J. Bartlett, E. Andrus, G. Thompson, R. Buonforte, K. Peterson	1086	X	X
ANTHR 327	Hmong Language, Culture, and History	3	100%	J. Hickman			X
ANTHR 335	Peoples of India	3	100%	C. Nuckolls			X
ANTHR 336	Cinema and Culture in India	3	100%	C. Nuckolls			X
ANTHR 340	Peoples of the Middle East	3	100%	D. Johnson	36	X	
ANTHR 341	Ethnonationalism and Southeast Asia	3	100%	J. Hickman			X
ANTHR 343	Chinese Culture & Society	3	100%	E. Andrus	27	X	X
ANTHR 378	Near Eastern Archaeology	3	100%	D. Johnson	9	X	
ANTHR 379	Archaeology of Islam	3	100%	C. Finlayson			X
ANTHR 431	Kinship & Gender	3	30%	G. Thompson			X
ANTHR 580	Near East Seminar	3	100%	D. Johnson	1	X	
Arabic							
ARAB 100R	Introduction to Arabic	0.5-1	100%	J. Toronto	180	X	
ARAB 101	First-Year Arabic	4	100%	R. Belnap, J. Toronto	126	X	X
ARAB 102	First-Year Arabic	4	100%	R. Belnap, J. Toronto	81	X	
ARAB 201	Second-Year Arabic	4	100%	R. Belnap, J. Toronto	42	X	X
ARAB 202	Intermediate Arabic	4	100%	R. Belnap	39	X	
ARAB 211R	Second-year Conversation	2	100%	R. Belnap	28	X	
ARAB 223R	Arabic Grammar Review	2	100%	R. Belnap			X
ARAB 300	Advanced Modern Standard Arabic	4	100%	R. Belnap, J. Toronto	28	X	
ARAB 302	Newspaper Arabic	4	100%	R. Belnap	27	X	
ARAB 311R	Third-Year Conversation	2	100%	R. Belnap	28	X	
ARAB 331	Spoken Arabic	4	100%	R. Belnap	28	X	
ARAB 361	Introduction to Modern Arabic Literature in Translation	3	100%	J. Toronto			X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
ARAB 377	Arabic Language Teaching Methods	3	100%	R. Belnap			X
ARAB 411R	Advanced Arabic Conversation and Rhetorical Skills	3	100%	R. Belnap, J. Toronto	24	X	
ARAB 421R	Fouth-Year Arabic Writing Tutorial	2	100%	R. Belnap			X
ARAB 422R	Advanced Spoken Arabic	2	100%	R. Belnap, J. Toronto	8	X	
ARAB 423R	Current Evens in Arabic	2	100%	R. Belnap, J. Toronto	4	X	
ARAB 424R	Modern Arabic Literature	2	100%	R. Belnap, J. Toronto	18	X	X
ARAB 425R	Classical Arabic Texts	2	100%	J. Toronto			X
ARAB 426R	Advanced Arabic Grammar	2	100%	R. Belnap, J. Toronto			X
ARAB 490R	Independent Readings	0.5-3	100%	R. Belnop	2	X	X
ARAB 495R	Directed Studies in Arabic	3	100%	R. Belnap, J. Toronto	21	X	X
Art History							
ARTC 203	Survey of Oriental Art and Architecture	3.00	100%	Janalee Emmer	22	X	X
ARTHC 490R	Special Topics and Readings in Art History	1 to 6	100% when focused on Isalmic Visual Culture	C. Finlayson			X
Asian Studies							
ASIAN 200	Intro to Asian Studies	3	100%	G. King	29	X	X
ASIAN 330R	Asian Studies Abroad	0.5-6	100%	E. Hyer	5	X	
ASIAN 342	Asian Lit Traditions	3	100%	S. Miller, S. Riep	14	X	
ASIAN 495	Senior Seminar	1	100%	E. Hyer	14	X	X
Business							
ACC 545	International Accounting and Multinational Enterprises	3	30% Asian Cases	E. Black	24	X	
ACC 568	Taxation of Foreign Income	3	30% Asian Cases	R. Gardner	21	X	
BUSM 411	Investment Management	3	25% Asian Cases	J. Page, T. Mitton			X
BUS M 430	Introduction to International Business	3	25%	E. Black, F. Burton, K. DeTienne, L. Daniels, L. Radebaugh, P. Freeman, S. Morris, S. Greathead, S. Foster	514	X	X
BUS M 431	International Marketing	3	25%	L. Daniels, L. Radebaugh	79	X	X
MSB 432	Busines and Culture	3	40%				X
BUS M 450	Global Business Negotiations	3	25%	L. Radebaugh, S. Greathead	158	X	X
BUSM 465	Global Supply Chain	3	25% Asian Cases	K. Seawright, P. Terry			X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
BUS M 469	Global Supply Chain Strategy	3	25%	K. Seawright, P. Terry	83	X	X
BUSM 596R	Business Language: Arabic	3	100%	R. Belnap	29	X	X
BUSM 596R	Business Language: Japanese	3	100%	M. Watabe	10	X	X
BUSM 596R	Business Language: Russian	3	100%	V. Soloviev	10	X	X
MBA 584	Intro to Global Management	3	30% Asian Cases	R. Money, Christine D. Roundy, E. Black	221	X	
MBA 627	International Finance	3	25% Asian Cases	B. Sudweeks	17	X	X
MBA 631	Power, Influence, and Negotiation	3	25% Asian Cases	K. Liljenquist, E. Black, K. DeTienne	49	X	X
MBA 633	Global Supply Chain Strategy	3	30% Asian Cases	P. Terry, K. Seawright, D. Snow	40	X	X
MBA 645	International HR	3	25% Asian Cases	S. Morris	29	X	
MBA 658	International Marketing	3	35% Asian Cases	L. Daniels, E. Black	11	X	
MBA 661	Global Business Negotiations	3	35% Asian Cases	R. Money	33	X	X
MBA 692	Foreign Business Excursion	6	100% when in Asia	B. Money	18	X	X
MANEC 358	International Economics	3	25% Asian Cases	R. Crawford			X
ORG B 431	International HR	3	25% Asian Cases	S. Morris			X
PMGT 619R	International Development Policy	3	25% Asian Cases	T. Turley			X
Cambodian/Khmer							
FLANG 330R	Advanced Language and Culture Cambodian	3	100%	T. Koim			X
Cantonese							
CANT 101	First-Year Cantonese	4	100%	D. Honey, D. Bourgerie	5	X	X
CANT 102	First-Year Cantonese	4	100%	D. Honey, D. Bourgerie	7	X	X
CANT 201	Second-Year Cantonese	4	100%	D. Honey, D. Bourgerie	7	X	X
CANT 202	Second-Year Cantonese	4	100%	D. Honey, D. Bourgerie	8	X	X
Cebuano							
FLANG 330R	Advanced Language and Culture Cebuano	3	100%	R. Bybee	16	X	X
FLANG 340R	Intro to Literature Cebuano	3	100%	R. Bybee			
Civil and Environmental Engineering							
CE EN 427	International Megastructures	3	100% when on Asia	R. Balling	12	X	X
Chinese							
CHIN 101	Beginning Mandarin* (one section NRC funded)	4	100%	M.Christensen, D.Honey, J. Lefgren/D. Robins	114	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
CHIN 102	Beginning Mandarin* (one section NRC funded)	4	100%	M. Chritensen, D. Honey, J. Lefgren, D. Robins	84	X	X
CHIN 112	Beginning Chinese Reading	2	100%	L.Kuo, J. Lefgren	40	X	X
CHIN 200R	Chinese Calligraphy	2	100%	L. Kuo	43	X	X
CHIN 201	Intermediate Mandarin	4	100%	M. Chritensen, D. Honey, J. Lefgren, D. Robins	109	X	X
CHIN 202	Intermediate Mandarin	4	100%	D. Robins, J. Lefgren	100	X	X
CHIN 211R	Intermediate Conversation	2	100%	D. Robins, J. Lefgren	33	X	X
CHIN 301	Third-Year Mandarin	4	100%	J. lefgren, M. Christensen, D. Honey	65	X	X
CHIN 302	Third-Year Mandarin	4	100%	M. Chritensen, D. Honey, J. Lefgren, D. Robins	59	X	X
CHIN 311R	Advanced Conversation	2	100%	S. Riep, J. Lefgren, D. Robins, D. Honey	50	X	X
CHIN 321	Selected Readings of Modern Chinese	3	100%	J. lefgren, M. Christensen, D. Honey	26	X	X
CHIN 322	Selected Readings of Modern Chinese	3	100%	J. lefgren, M. Christensen, D. Honey	30	X	X
CHIN 325	Structure of Chinese	3	100%	D. Bourgerie	11	X	
CHIN 326	Introduction to Chinese Linguistics	3	100%	D. Bourgerie	13	X	X
CHIN 342	Chinese Film in Translation	3	100%	S. Riep	16	X	
CHIN 343	Chinese Literature in Translation--Poetry	3	100%	M. Christensen, D. Honey	30	X	X
CHIN 344	Chinese Literature in Translation--Prose	3	100%	S. Riep	31	X	
CHIN 345R	Chinese Culture	3	100%	S. Riep, D. Robins, D. Honey, J. Lefgren	59	X	X
CHIN 346/PHIL 320	Introduction to Chinese Philosophy	3	100%	D. Honey, G. Mower	8	X	X
CHIN 347	Business Chinese	3	100%	S.Riep	13	X	
CHIN 377	Chinese Language Teaching Procedures	3	100%	M. Christensen	16	X	X
CHIN 399R	Academic Internship	3	100%	S.P.Wang, D. Robins	1	X	X
CHIN 441	Classical and Literary Chinese	3	100%	D. Honey	35	X	X
CHIN 442	Classical and Literary Chinese	3	100%	D. Honey	11	X	X
CHIN 443	Modern Chinese Literature	3	100%	Y. Liu, T. McKay	11	X	X
CHIN 444	Contemporary Chinese Literature	3	100%	S. Riep	13	X	X
CHIN 490R	Individual Study in Chinese	3	100%	J. Hsu, Y. Liu, D. Robins, B. Li, D. Honey, M. Hao, S. Cain Riep, W. Lu, H. Chen, J. Lefgren	102	X	X
CHIN 495	Senior Seminar for Majors	2	100%	D. Honey, D. Bourgerie, S. Riep, M. Christensen	14	X	X
CHIN 599R	Academic Internship	0.5-6	100%	D. Honey			X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Communications							
COMMS 381	International Media Systems	3	25% Asian Cases	J. Johnson, L. Callahan, R. Wakefield			X
COMMS 382	Issues in Global Communication	3	30% Asian Cases	R. Hughes, L. Callahan, R. Wakefield, J. Ogden	9		
COMMS 395	International Media Studies Abroad	1 to 3	100% when in Asia				
COMMS 482	Media and World Religions	3	50% Asian Cases	M. Callister, S. Thomsen, L. Tobler, J. Campbell	84	X	X
COMMS 607	International Media and Communications	3	25% Asian Cases	R. Wakefield			X
Comparative Literature and Comparative Studies							
CMLIT 211	Civilization: World Literature 1	3	25% Asian Literature	V. Benfell, J. Chapman, B. Welch	117	X	X
CMLIT 212	Civilization: World Literature 2	3	30% Asian Literature	V. Benfell, J. Webb	163	X	X
CMLIT 342/HONRS 303R	Asian Lit Traditions	3	100%	J. Miller, J. Stoneman, S. Riep	3	X	
Dance							
DANCE 170	World Dance, Beginning	0.5	50% Asian Dances	S. Christensen, R. Love, B. Daniels, M. Johnson	234	X	X
DANCE 175	Ethnic Dance Beginning-Polynesian	0.5	100%	T. Lesa, S. Lesa	172	X	X
DANCE 270	World Dance Technique 1	1	50% Asian Dances	B. Daniels	38	X	X
DANCE 272	Ethnic Dance Technique 1- Chinese	1	100%	J. Huang			X
DANCE 275	Ethnic Dance Technique 1- Polynesian	1	100%	T. Lesa, S. Lesa	49	X	X
DANCE 279	Ethnic Dance Technique 1-India	1	100%	T. Carrol	27	X	X
DANCE 327R	Living Legends	0.5-3	33%	J. Christensen	73	X	
DANCE 362	Dance Composition: World Dance	2	50% Asian Dances	J. Huang	22	X	X
DANCE 370	World Dance Technique 2	1	50% Asian Dances	A. Jex, R. Vankatwyk	22	X	
DANCE 373	Ethnic Dance 2-Chinese	1	100%	J. Huang	19		
Economics							
ECON 257	International Trade and Finance	3	50% Asian Material	J. Kearl, R. Pope, K. Parkinson	50	X	X
ECON 431	Economic Development	3	25% Asian Material	O. Vladislavovna Bogach, D. McIntyre	69	X	X
ECON 458	International Trade Theory and Applications	3	50% Asian Material	S. Bradford			X
ECON 459	International Monetary Theory	3	50% Asian Material	K. Phillips			X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
English							
ENGL 201	Masterpieces of Literature 1	3	25% Taught by Asianist	A. Lawrence, B. Young, Mary L. Culter, J. Ford, S. Guyon, J. Talbot, L. Wood, D. Bunn, Jason A. Err, N. Kramer, P. Tovey	212	X	X
ENGL 202	Masterpieces of Literature 2	3	25% Taught by Asianist	A. , Lawrence, B. Young, D. Bunn, M. Cutler, S. Guyon, J. Talbot, L. Wood	286	X	X
ENGL 495R	Asian American	3	100%	K. Lawrence,			X
Exercise Science							
STAC 109	Yoga	0.5	100%	H. Wing, G. Padfield	832	X	X
STAC 141	Martial Arts	0.5	100%	M. Pease	375	X	X
STAC 155	Self Defense	0.5	100%	M. Pease	344	X	X
EXSC 349	Body, Mind, Spirit	3	50%	B. Lockhart	9		
Fijian							
FLANG 330R	Advanced Language and Culture: Fijian	3	100%	F. Conklin	3	X	X
Geography							
GEOG 120	Geography and World Affairs	3	30% Asian Content	J. Knapp, M. Carleton Galland, C. Emmett, J. Durrant, K. Simons, G. Platt, R. Brough, J. Durrant, S. Otterstrom	669	X	X
GEOG 271	Middle East	3	100%	C. Emmett	52	X	X
GEOG 272	East Asia	3	100%	J. Davis	22	X	X
GEOG 273	Southeast Asia	3	100%	C. Emmett	23	X	X
GEOG 341	Political Geography	3	50% Taught by Asianist	C. Emmett	27	X	X
GEOG 346	Population Geography	3	30% Asian Content	J. Shumway	18	X	X
Hawaiian							
FLANG 101	1st Year Hawaiian	4	100%	R., Ikuawa	14	X	X
FLANG 102	1st Year Hawaiian	4	100%	R., Ikuawa	10	X	X
FLANG 201	2nd Year Hawaiian	4	100%	R., Ikuawa	6		X
FLANG 202	2nd Year Hawaiian	4	100%	R. Ikuwa	5	X	X
Health Science							
HLTH 619	Infections and Cronic Disease Prevention and Control	3	40% Asian Cases	M. Novilla	11	X	X
HLTH 635	International Health Practice	3	40% Asian Cases	B. Crookston	12	X	

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
Hiligaynon							
FLANG 330R	3rd Year Hiligaynon	3	100%	Searching for new instructor			X
Hindi							
FLANG 101	1st Year Hindi	4	100%	T. Carroll	13	X	X
FLANG 102	1st Year Hindi	4	100%	T. Carroll	8	X	X
FLANG 201	2nd Year Hindi*	4	100%	T. Carroll	4	X	X
FLANG 202	2nd Year Hindi*	4	100%	T. Carroll	4	X	X
Hmong							
FLANG 330	3rd Year Hmong	3	100%	J. Hickman	7	X	X
Honors							
HONRS 303R/CMLIT 342	Asian Literary Traditions	3	100%	J. Miller, J. Stoneman, S. Riep	25	X	X
HONRS 332R	History: Global & Cultural	3	25% Asian Materials	P. Kerry			X
History							
HIST 201	World Civ to 1500	3	35% Asian Materials	G. Cooper, C. Harline, T. Davis, E. Stratford, K. White, K. Brown, K. Carter, G. Cooper, W. Hamblin, E. Dursteler, P. Pixton, G. Doxey, J. Hebertson, B. Latimer, C. Harline, J. Nokes, A. Humpherys, D. Harreld	1656	X	X
HIST 202	World Civ Since 1500	3	40% Asian Materials	M. Choate, K. Larsen, J. Hardy, J. Shumway, M. Thorp, S. Anderson, K. White, E. Ward, A. Humpherys, L. Hadfield, J. Hebertson, A. Skabelund, S. Miller, P. Kerry, B. Latimer	1190	X	X
HIST 231	Introduction to East Asian History	3	100%	A. Skabelund, K. Larsen	39	X	X
HIST 238	Ancient Near East to 330 BC	3	100%	G. Cooper	14	X	X
HIST 239	Ancient Near East 330 BC- 640 AD	3	100%	G. Cooper	28	X	
HIST 240	Middle East History to 1800	3	100%	G. Cooper	19	X	X
HIST 241	Middle East History from 1800	3	100%	G. Cooper	17	X	
HIST 242R/NES 347R	Arab and Islamic Civilization	1	100%	J. Toronto	331	X	
HIST 293	WWII: History & Memory	3	50% Asian Marerial	A. Skabelund	52	X	X
HIST 331	20th Century Russia	3	100%	J. Hardy	19		
HIST 334	History of Ancient Iraq	3	100%	G. Cooper		X	

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
HIST 337	Pre-modern Korea	3	100%	M. Peterson, K. Larsen	15	X	
HIST 338	Modern Korea	3	100%	K. Larsen, D. Duan			X
HIST 340	Traditional China	3	100%	T. Davis, K. Larsen	15	X	X
HIST 341	China since 1200	3	100%	K. Larsen	16	X	
HIST 343	Traditional Japan	3	100%	A. Skabelund			X
HIST 344	Modern Japan	3	100%	A. Skabelund	30	X	X
HIST 347	Chinese Cultural History	3	100%	D. Duan		X	X
HIST 349	Asian Religion & Thought	3	100%	R. McBride			X
HIST 354	Slavic Family, Local, and Social History Research	3	40% Russian Material	T. Edlund			X
HIST 391	U.S. in Vietnam	3	100%	A. Skabelund			X
HIST 393	US Foreign Relations	3	30% Asian Content	A. Johns	26	X	X
HIST 423	Slavic Language Handwriting and Documents	3	100%	T. Edlund			X
Humanities							
ICS 290R	International Cinema	3	30% Asian Film	C. Schofield, D. Damron, C. Nielson	75	X	X
IHUM 240	Intro Humanities of Asia	3	100%	F. Lawson, M. Yamada	160	X	X
IHUM 241	Humanities of China, Japan, and Korea	3	100%	M. Yamada	45	X	X
IHUM 242	Intro to the Humanities of the Islamic World	3	100%	J. Toronto	102	X	X
IHUM 243	Humanities of South Asia	3	100%	F. Lawson			X
IHUM 250	Intro to International Humanities	3	50% Asian Material	F. Lawson, M. Yamada	42	X	X
IHUM 390R	Seminar on Japanese Culture	3	100%	M. Yamada	11	X	X
Indonesian							
FLANG 101R	First Year Indonesian	4	100%	S. White	6	X	X
FLANG 102R	First Year Indonesian	4	100%	S. White	9	X	X
FLANG 330R	Advanced Language and Culture Indonesian	3	100%	W. Mulia	17	X	X
FLANG 340R	Intro to Literature Indonesian*	3	100%	W. Mulia	9		

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
International and Area Studies							
IAS 201R	Cultural Survey: Pan Asia	0.5-4	100%	M. Christenson, M. Petersen, J. D. Lee, C. Nuckolls, H. Jia, J. A. Skabelund, K. Larsen, D. Honey, K. Larsen, T. Elliott, C. Pate, R. Money, E. Black, J. Huang, J. Miller, C.Teng, S. Sika, T. Heaton, C. Oscarson, E. Hyer	129	X	X
IAS 220	Introduction to Developmental Studies	1	25% Content	S. Merrill, B. Brady, N. Romeri-Lewis	153	X	X
IAS 301	Kennedy Center Lecture Series	1	25% Content	C. Leonard	62	X	X
IAS 351R	Model United Nations Preparation	0.5-3	25% Content	W. Perry, C. Leonard, A. Smith, A. Ludlow	103	X	X
IAS 354 R	Model Arab League Preparation	0.5-3	100%	J. Toronto	14	X	X
IAS 369R	International Internship Preparations	2	100% when in Asia	T. Elliott, L. Holbrook, D. Bourgerie, R. Brown, T. Heaton, M. Watabe, M. Christensen, C. Nuckolls, R. Page, J. Roby, J. Turley	90	X	X
IAS 380	Cultural Proofs	1 to 3	100% when in Asia	R. Belnap, M. Christensen, T. Elliot, J. Huang, J.D Lee			X
IAS 399R	Academic Internship: International	0.5	100% when in Asia	M. Christensen, D. Bourgerie, R. Brown, T. Heaton, M. Peterson, C. Emmett, E. Hyer, J. Hickman, T. Elliott	151	X	X
Japanese							
JAPAN 101	First-Year Japanese* (one section NRC funded)	4	100%	S. Okawa, M. Watabe	88	X	X
JAPAN 102	First-Year Japanese* (one section NRC funded)	4	100%	S. Okawa, M. Watabe	49	X	X
JAPAN 201	Second-Year Japanese	4	100%	S. Okawa, M. Watabe	32	X	X
JAPAN 202	Second-Year Japanese	4	100%	S. Okawa, M. Watabe	30	X	X
JAPAN 211R	Second-Year Conversation	3	100%	S. Okawa, M. Watabe	9	X	
JAPAN 301	Japanese Reading and Culture	4	100%	J. Miller, J. Stoneman, M. Watebe	182	X	X
JAPAN 302	Readings in Japanese History and Culture	4	100%	J. Miller, J. Stoneman, M. Watebe	90	X	X
JAPAN 311R	Third-Year Conversation	2	100%	S. Okawa, M. Watabe, V. Gessel	124	X	X
JAPAN 321	Reading Modern Documentary Styles	3	100%	J. Miller, P. Warnick, J. Stoneman	58	X	X
JAPAN 322	Reading Modern Short Fiction	3	100%	J. Miller, V. Gessel	42	X	X
JAPAN 325	Japanese Morphology, Syntax, and Semantics	3	100%	M. Watabe	12	X	X
JAPAN 326	Contrastive Analysis of Japanese and English	3	100%	P. Warneck, M. Watabe	10	X	
JAPAN 345	Traditional Japanese Culture	3	100%	J. Miller, V. Gessel, J. Stoneman	70	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
JAPAN 350	Japanese Literature in Translation-Eighth through Sixteenth Centuries	3	100%	J. Stoneman	10	X	X
JAPAN 351	Japanese Literature in Translation-Seventeenth through Nineteenth Centuries	3	100%	J. Stoneman, M. Watabe	16	X	
JAPAN 352	Japanese Literature in Translation--The Modern Era	3	100%	V. Gessel, J. Miller	28	X	X
JAPAN 377	Japanese Language Teaching Procedures	3	100%	J. Warnick, M. Watabe	27	X	X
JAPAN 390	Japanese for Special Purposes	3	100%	V. Gessel, J. Stoneman, M. Watabe	3	X	
JAPAN 399R	Academic Internship	3-9	100%	M. Watabe	24	X	
JAPAN 411	Advanced Japanese Pragmatics	2	100%	M. Watabe	13	X	X
JAPAN 441	Introduction to Classical Japanese	3	100%	J. Stoneman, J. Warnick	11	X	X
JAPAN 443	Advanced Documentary Style	3	100%	M. Watabe	12	X	X
JAPAN 444	Reading Modern Japanese	3	100%	V. Gessel, J. Stoneman, J. Miller	6	X	X
JAPAN 490R	Individual Study in Japanese	2-3	100%	A. Skabelund, M. Watabe, M. Zushi, V. Gessel, J. Miller, M. Watabe, M. Zushi, J. Warnick	8	X	
JAPAN 495	Senior Seminar	2	100%	V. Gessel, J. Miller, J. Stoneman, J. Warnick	12	X	X
JAPAN 599R	Academic Internship	3-9	100%	M. Watabe			X
JAPAN 670R	Tutorial Internship in Japanese	3	100%	M. Watabe			X
JAPAN 680R	Special Studies in Japanese	3	100%	V. Gessel, M. Watabe, J. Warnick, R. Russell	1	X	X
JAPAN 690R	Seminar in Japanese	3	100%	M. Watabe			X
Korean							
KOREA 101	First-Year Korean 1* (One section NRC funded)	4	100%	J. Damron, M. Peterson	66	X	X
KOREA 102	First-Year Korean 2* (One section NRC funded)	4	100%	J. Damron	27	X	
KOREA 201	Second-Year Korean 1	4	100%	J. Damron, J. Baik, Y. Kim	19	X	X
KOREA202	Second-Year Korean 2	4	100%	J. Damron	17	X	X
KOREA 301	Third-Year Korean 1	4	100%	J. Baik, Y. Kim	111	X	X
KOREA 302	Third-Year Korean 2	4	100%	C. Parker, J. Baik, Y. Kim	57	X	X
KOREA 311R	Third-Year Conversation	2	100%	J. Baik, Y. Kim	41	X	X
KOREA 321	Selected Readings of Modern Korean	3	100%	J. Damron, J. Baik, Y. Kim	37	X	X
KOREA 325	Structure of Korean	3	100%	J. Damron	12	X	X
KOREA 340	Korean Literature to 1900	3	100%	M. Peterson, L. Olsen	41	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
KOREA 345	Korean Culture	3	100%	M. Peterson, J. Damron	11	X	X
KOREA 399R	Academic Internship	3-9	100%	J. Damron	11	X	X
KOREA 401	Fourth-Year Korean 1	3	100%	M. Peterson, C. Parker, Y. Kim, J. Biak	12	X	X
KOREA 402	Fourth-Year Korean 2	3	100%	M. Peterson, C. Parker, Y. Kim, J. Biak	12	X	X
KOREA 441	Classical Korean (Hanmun)	3	100%	M. Peterson, R. McBride	5	X	X
KOREA 443	Korean Literature after 1900	3	100%	M. Peterson, R. McBride	14	X	X
KOREA 490R	Individual Study in Korean	3	100%	M. Peterson, J. Damron, J. Biak, Y. Kim, R. McBride	13	X	X
KOREA 495	Senior Seminar	2	100%	M. Peterson, J. Damron, J. Biak, Y. Kim, R. McBride	9	X	X
Law							
LAW 639	International Business Transactions	3	50% Asian Cases	D. Williams, B. Scharffs			X
LAW 643	International Taxation	3	25% Asian Cases	J. Fleming	2	X	
LAW 659	Public International Law	3	25% Asian Cases	E. Jensen	9	X	X
LAW 662	Securities Regulation	3	25% Asian Cases	A. Hurt, S. indquist, D. Smith	13	X	
LAW 704	Immigration Law	2	25% Asian Cases	D. Nunez	26	X	
LAW 710	Advanced Comparative Law	2	25% Asian Cases	W. Durham			X
LAW 719	International Environmental Law	2	25% Asian Cases	E. Daniels			X
LAW 738	Law of Armed Conflict	2	25% Asian Cases	E. Jensen, W. Boyd		X	X
LAW 751	U.S. Foreign Relations Law	3	25% Asian Cases	D. Moore			X
LAW 795R-05, 06, 07, 08, 011, 012, 013,	International Public & Commercail Arbitration, International Moot Court, International Property Moot Court, International Arbitration Competittion, International Environmental Law & Policy Moot Court	1	25% Asian Cases	C. Roberts, M. Davis, C. Galli, J. Silva			X
LAW 796R-11	International Arbitriation Competition	1	25% Asian Cases	M. Davis			X
LAW 796R-015	International Human Rights	3	25% Asian Cases	W. Durham			X
LAW 796R- 016	International Legal Research	3 to 6	25% Asian Cases	D. Sears			X
LAW 796R- 016	International & Comparative Family Law	3 to 6	25% Asian Cases	L. Wardle			X
LAW 796R- 017	International Moot Court	3 to 6	25% Asian Cases	E. Jensen			X
LAW 796R- 016	International Public and Commercail Arbitration	3 to 6	25% Asian Cases	M. Davis			X
LAW 796R- 009	Immigrant Rights	3 to 6	25% Asian Cases	D. Nunez			X
LAW 796R- 033	Immigration Lab	3 to 6	25% Asian Cases	D. Pead			X

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Malay							
FLANG 330R	Advanced Language and Culture: Malay	3	100%	W. Mulia	5	X	X
Middle East Studies							
MESA 201	Introduction to Middle East Studies	2	100%	J. Toronto, Q. Mecham. D. Bown	33	X	X
MESA 250	Introduction to the Religion of Islam	3	100%	J. Toronto, Q. Mecham. D. Bown	58	X	X
MESA 350	Islam in Contemporary Society	3	100%	J. Toronto, Q. Mecham. D. Bown	15	X	
MESA 398R	Directed Middle East Study	1 to 3	100%	R. Belnap, C. Emmett, J. Toronto			X
MESA 399R	Academic Internship	1 to 3	100% when in Asia	J. Toronto			X
MESA 467R	Topics in Middle East Studies	0.5-3	100%	J. Toronto, Q. Mecham. D. Bown	38	X	X
MESA 468R	Key Issues in Understanding the Middle East	0.5-3	100%	Q. Mecham			X
MESA 494	Capstone Arabic	1	100%	R. Belnap, Q. Mecham, J. Toronto			X
MESA 495	Senior Sem in ME Studies	3	100%	J. Toronto, Q. Mecham. D. Bown	22	X	X
Mongolian							
FLANG 330	3rd Year Mongolian	3	100%	O. Badamjav	5	X	X
Music							
MUSIC 201	Civilization: Music 1	3	25% Asian Music	L. Howard, B. Harker, S. Johnson, J. Hinckley	386	X	X
MUSIC 202	Civilization: Music 2	3	25% Asian Music	L. Howard, D. Bush, S. Johnson, J. Hinckley	546	X	X
MUSIC 203	World Music Cultures	3	75% Taught by Asianist	J. Grimshaw	150	X	X
MUSIC 307	World Music	3	75% Taught by Asianist	J. Grimshaw, B. Bateman	62	X	X
MUSIC 336R	Balinese Gamelan	3	100%	J. Grimshaw	28	X	X
Nursing							
NURS 403	Public and Global Health Nursing	3	25% Asian Materials	G. Ray, K. Lundberg, R. Ulberg	118	X	X
NURS 404	Clinical Practicum Public and Global Health Nursing	3	25% Asian Materials	J. Valentine	120	X	
Nutrition, Dietetics and Food							
NDFS 380	International Nutrition	3	25% Asian Materials	N. Johnston			X
Persian							
FLANG 101R	First Year Persian	4	100%	M. Farahnakian, H. Farahnakian	8	X	X
FLANG 102R	First Year Persian	4	100%	H. Farahnakian	6	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
FLANG 201R	2nd Year Persian	4	100%	H. Farahnakian	5	X	X
FLANG 202R	2nd Year Persian	4	100%	H. Farahnakian	6	X	X
FLANG 305R	Language Skill Development Persian	3	100%	H. Farahnakian			X
Philosophy							
PHIL 320R/CHIN 346	Introduction to Chinese Philosophy	3	100%	D. Honey, G. Mower	8	X	X
PHIL 413R	Topics in Ethics: Moral Sentimentalism	3	25% Material	G. Mower			X
Political Science							
POLI 150	Comparative Government and Politics	3	25% Asian Materials	K. Hawkins, W. Jacoby, J. Preece, J. Selway, R. , M. Costa	231	X	X
POLI 170	Introduction to International Politics	3	30% Asian Materials	J. Ringer, S. Cooper, K. Stiles, B. Champion, V. Hudson, C. Beesley, T. Coffey,	291	X	X
POLI 347	Russia/Former Soviet Politics	3	100%	S. Cooper	33	X	
POLI 346	Southeast Asian Politics	3	100%	J. Selway			X
POLI 348	Government and Politics of Asia	3	100%	J. Selway			X
POLI 353	China: Government and Politics	3	100%	E. Hyer	21	X	X
POLI 354	Japan: Government and Politics	3	100%	R. Christensen			X
POLI 357	Middle East: Political Systems	3	100%	Q. Mecham	69	X	X
POLI 372	International Political Economy	3	30% Asian materials	K. Stiles, S. Cooper	21	X	X
POLI 373	International Law	3	25% Asian Cases	K. Stiles, R. Christensen	57	X	X
POLI 374	Ethics and International Affairs	3	40% Asian Materials	D. Kirkham	11	X	
POLI 375	International Organizations	3	40% Asian Materials	K. Stiles			X
POLI 376	U.S. Foreign Policy	3	30% Asian Materials	E. Fry, S. Cooper, K. Stiles, S. Merrill	77	X	X
POLI 378	International Conflict	3	30% Asian Materials	C. Beaseley, C. Nelson	50	X	X
POLI 379R	Topics in International Relations	3	100% When taught by an Asianist	F. Axelgard, D. Hawkins, C. Leonard, R. Brown, J. Roby, D. Nielson			X
POLI 381	International Relations of the Middle East	3	100%	R. Mecham			X
POLI 385	International Relations of Asia	3	100%	E. Hyer	44	X	

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POLI 386	Japanese Foreign Policy	3	100%	R. Christensen			X
POLI 388	Chinese Foreign Policy	3	100%	E. Hyer	16	X	
POLI 444	The Political Economy of Development	3	25% Material	D. Nielson	22	X	X
POLI 450	Capstone Seminar in Comparative Politics	3	25% when taught by an Asianist	J. Gubler, J. Preece, R. Mecham, R. Christensen, D. Bowen, N. Wheeler, C. Beesley, D. Nielson	40	X	X
POLI 452	Islam and Politics	3	100%	Q. Mecham			X
POLI 470	Capstone Seminar in International Relations	3	25% when taught by an Asianist	S. Cooper, E. Hyer, E. Fry, D. Nielson, K. Stiles, D. Hawkins	52	X	X
POLI 472	International Political Economy of Women	3	40% Material	D. Bowen	19	X	X
Religion							
REL C 351	Survey of World Religions	2	50% Asian Materials	A. Gaskill, J. Chadwick, M. Properzi, T. Yost, J. Ludlow, T. Rutherford, B. Hauglid, B. Latimer, G. Wilkinson, A. Reed, R. Huntington, B. Latimer	1407	X	X
REL C 357	Survey of Judaism and Islam	2	50% Islam	J. Chadwick, A. Reed, R. Huntington	389	X	X
REL C 358	Survey of Eastern Religions	2	100%	G. Wilkinson	178	X	X
Russian							
RUSS 101	First -Year Russian, Part 1	5	100%	N. Brown, D. Hart, O. Ookhara, J. Bown, J. Evans, G. Lundberg, A. Brattos, M. Borodin	47	X	X
RUSS 102	First-Year Russian, Part 2	5	100%	N. Brown, J. Evans, E. Todd, V. Baird, N. Brown, J. Evans, E. Top, J. Parker	30	X	
RUSS 199R	Academic Internship	1-3	100%	N. Brown	10	X	
RUSS 201	Second-Year Russian, Part 1	5	100%	J. Bown, V. Baird, M. Purves, A. Brattos, N. Brown	33	X	X
RUSS 202	Second-Year Russian, Part 2	5	100%	A. Brattos, V. Baird, J. Bown	34	X	
RUSS 211	Second-Year Conversation	5	100%	D. Hart, J. Bown, N. Brown, G. Lundberg	16	X	
RUSS 301	Intermediate Russian on Study Abroad	3	100%	N. Brown, D. Hart, M. Kelly, G. Lundberg	16	X	
RUSS 321	Third-Year Russian, Part 1	2	100%	G. Lundberg, A. Brattos, D. Hart, N. Brown, M. Kelly, V. Baird, R. Solovieva	85	X	X
RUSS 322	Third-Year Russian, Part 2	2	100%	N. Bown, V. Baird, M. Purves, A. Brattos, J. Brown, G. Lundberg	68	X	X
RUSS 323	Russian Phonetics and Pronunciation	3	100%	G. Lundberg, D. Hart	58	X	
RUSS 330	Cultural History of Russia	3	100%	R. Solovieva, D. Hart, V. Baird, J. Bown, N. Brown, G. Lundberg	145	X	X

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
RUSS 340	Masterpieces of the Russian Novel in English	3	100%	M. Purves, M. Kelly	103	X	X
RUSS 341	Dostoevsky's Major Works in Translation	3	100%	M. Kelly, M. Purves	25	X	X
RUSS 342	Tolstoy's Major Works in Translation	3	100%	M. Purves	30	X	
RUSS 343	Masterpieces of Russian Film	2	100%	R. Solovieva	20	X	
RUSS 399R	Russian Internship	3-9	100%	N. Brown, D. Hart, M. Kelly, G. Lundberg	39	X	X
RUSS 421	Fourth-Year Russian, Part 1	3	100%	Y. Jordan, G. Lundberg, N. Brown, J. Bown	61	X	X
RUSS 422	Fourth-Year Russian, Part 2	3	100%	N. Brown, D. Hart	56	X	
RUSS 441	Masterpieces of Russian Literature 1	3	100%	R. Solovieva, M. Kelly	45	X	X
RUSS 442	Masterpieces of Russian Literature 2	3	100%	M. Kelly, R. Solovieva	52	X	X
RUSS 490R	Special Studies in Russian	1-3	100%	A. Fairbanks, N. Brown, Z. Harker, D. Hart, V. Baird, E. Noyes, G. Lundberg, M. Kelly	90	X	X
RUSS 492R	Senior Seminar: Passages and Conclusions	2	100%	N. Brown, M. Kelly, M. Purves, G. Lundberg	25	X	X
Samoan							
FLANG 101R	1st Year Samoan	4	100%	T. Lesa	13	X	X
FLANG 102R	1st Year Samoan	4	100%	T. Lesa, W. Lesa	19	X	X
FLANG 201R	2nd Year Samoan	4	100%	T. Lesa	13	X	X
FLANG 202R	2nd Year Samoan	4	100%	T. Lesa	12	X	X
FLANG 330R	Advanced Language and Culture Samoan	3	100%	N. Tavana, T. Lesa	15	X	X
Second Language Teaching							
SLAT 601	Survey of Second Language Teaching and Acquisition: Theory and Practice	3	50% Asian Material	G. Thompson, B. Bateman, R. Martinsen, R. Erickson	4	X	X
SLAT 602	Linguistics for Language Teachers	3	50% Asian Material	D. Dewey, D. Strong-Krause	6	X	X
SLAT 603	Conducting Research in Second Language Teaching	3	50% Asian Material	R. Martinsen, L. Henrichsen, G. Thompson	4	X	
SLAT 610	Using Media and Technology in Second Language Teaching and Research	3	50% Asian Material	C. Montgomery, R. Martinsen, M. Bush	5	X	
SLAT 613	Teaching and Learning About Culture	3	50% Asian Material	P. Warnick, M. Christensen	4	X	

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
SLAT 614R	Seminar in Second Language Teaching	3	50% Asian Material	R. Lund, L. Smith			X
SLAT 680R	Directed Studies	3	100% when in Asian Language	R. Erickson, M. Christensen, N. , T. Cox, C. Thompson	1	X	X
Social Work							
SOC W 585	Global Issues: Children at Risk	3	30% Asian Materials	J. Roby	12	X	
Sociology							
SOC 340	Sociology of International Development	3	50% Asian Material	S. Sanders, R. Brown, T. Heaton	90	X	X
SOC 345	World Populations	3	25% Asian Materials	R. Forste	61	X	X
Tagalog							
FLANG 101	1st Year Tagalog	4	100%	B. Bybee, N. Justiniano	9	X	X
FLANG 102	1st Year Tagalog	4	100%	B. Bybee, N. Justiniano	9	X	X
FLANG 201	2nd Year Tagalog	4	100%	B. Bybee, N. Justiniano	5	X	X
FLANG 202	2nd Year Tagalog	4	100%	B. Bybee, N. Justiniano	5	X	X
FLANG 330	Advanced Language and Culture Tagalog	3	100%	B. Bybee, N. Justiniano	78	X	X
FLANG 340R	Intro to Literature: Tagalog*	3	100%	B. Bybee, N. Justiniano	17	X	X
Teacher Education							
TELL 410	Second Language Acquisition	2	25% Asian Material	S. Maddox, A. Raty, B. Green, L. Turner, P. Longberg, T. Corry, A. Rosborough, O. Ledesma, B. Allman, S. Burrow, M. Rice, C. Lay, C. Tan, K. Stebbins	202	X	X
TELL 420	Assessing Linguistically Diverse Students	2	25% Asian Material	L. Holbrook, P. Longberg,	11	X	X
TELL 430	Developing K-12 Literacy in a Second Language	2	25% Asian Material	B. Borup, E. Knell, M. Rice, S. Maddox, B. Green, A. Raty	11	X	
TELL 435	Language and Literacy Instruction in K-12 Dual Immersion Settings	3	25% Asian Material	A. Rosborough	13		
TELL 440	Content-Based Language Instruction	2	25% Asian Material	D. Perry, C. Lay, B. Rice, K. Simms, S. Clement, J. Dille, M. Rice, G. Smith	184	X	X
TELL 445	Content-Based Language Instruction in K-12 Dual-Language Immersion Settings	3	25% Asian Material	A. Rosborough	13		

Course	Title	Credits	Asian Content	Instructor	2016-2017	2017-2018	2018-2019
TELL 478R	Practicum in Dual-Language Immersion K-12 Teaching Minor	0.5-4.0	25% Asian Material	J. Hughs	3		
Thai							
FLANG 100R	Language Study: Thai	3	100%	K. Imvitaya	0		X
FLANG 101R	1st Year Thai	4	100%	K. Imvitaya	0		X
FLANG 102R	1st Year Thai	4	100%	K. Imvitaya	0		X
FLANG 201R	2nd Year Thai	4	100%	K. Imvitaya	0		X
FLANG 202R	2nd Year Thai	4	100%	K. Imvitaya	0		X
FLANG 330R	Advanced Language and Culture Thai	3	100%	K. Imvitaya	28	X	X
FLANG 340R	Intro to Literature: Thai*	3	100%	K. Imvitaya	3	X	X
Tongan							
FLANG 101	1st Year Tongan	4	100%	S. Sika	20	X	X
FLANG 102	1st Year Tongan	4	100%	S. Sika	15	X	X
FLANG 201	2nd Year Tongan	4	100%	S. Sika			X
FLANG 202	2nd Year Tongan	4	100%	S. Sika	3	X	X
FLANG 330	3rd Year Tongan	3	100%	S. Sika	9	X	X
Vietnamese							
FLANG 101	1st Year Vietnamese	4	100%	T. Huynh			X
FLANG 102	1st Year Vietnamese	4	100%	T. Huynh			X
FLANG 330R	3rd Year Vietnamese*	3	100%	T. Huynh	9	X	X

APPENDIX 2A: UNIVERSITY OF UTAH FACULTY/STAFF LIST

<u>Individual</u>	<u>Department</u>	<u>Page</u>
Korinek, Kim	Department of Sociology (Associate Professor, tenured)	1
Aikau, Hokulani	Gender Studies Program (Associate Professor, tenured)	2
Aitaoto, Nia	College of Health (Assistant Professor, tenured)	2
Alavi, Lily	Department of World Languages and Cultures (Associate Instructor, untenured)	3
Alder, Stephen	Department of Family and Preventive Medicine (Associate Professor, tenured)	3
Amirsoleimani, Soheila	Department of World Languages and Cultures (Assistant Professor, untenured)	4
Anghie, Antony	College of Law (Professor, tenured)	4
Argenbright, Robert	Department of Geography (Assistant Professor/Lecturer, untenured)	5
Arvin, Maile	Department of History (Assistant Professor, untenured)	5
Ashdown, Misao S.	Department of World Languages and Cultures (Associate Instructor, untenured)	6
Azuma, Shoji	Department of World Languages and Cultures (Professor, tenured)	6
Azuma, Yoko	Department of World Languages and Cultures (Lecturer, untenured)	7
Banuri, Tariq	Department of City and Metropolitan Planning (Professor, tenured)	7
Bell, Adrian V.	Department of Anthropology (Assistant Professor, untenured)	8
Berik, Gunseli	Department of Economics (Professor, tenured)	8
Bhattacharya, Haimanti	Department of Economics (Associate Professor, tenured)	9
Blankinship, Kevin	Department of World Languages and Cultures (Lecturer, untenured)	9
Bricker, Kelly S.	Department of Parks, Recreation and Tourism (Associate Professor, tenured)	10
Brown, Angeliue	Department of Aerospace Studies (Professor, untenured)	10
Cagle, Hugh	Department of History (Associate Professor, tenured)	11
Chatterjee, Deen	College of Law (Associate Professor, tenured)	11
Chen, Jacqueline	Department of Psychology (Assistant Professor, untenured)	12
Cheng, Vincent J.	Department of English (Professor, tenured)	12
Cho, Kueiweon	Department of World Languages and Cultures (Assistant Professor Lecturer, untenured)	13
Choi, Suhi	Department of Communication (Associate Professor, tenured)	13
Chung, Eunbin	Department of Political Science (Assistant Professor, untenured)	14
Cohen, Benjamin	Department of History (Professor, tenured)	14
Davies, Edward	Department of History (Professor, tenured)	15
Deluca, Kevin	Department of Communication (Professor, tenured)	15
Devir, Nathan	Department of World Languages and Cultures (Associate Professor, tenured)	16
Dugar, Subhasish	Department of Economics (Associate Professor, tenured)	16
Eldridge, Kona	Department of World Languages and Cultures (Associate Instructor, untenured)	17
Everaert, Christine	Department of World Languages and Cultures (Assistant Professor, untenured)	17
Fan, Jessie X.	Department of Family and Consumer Studies (Professor, tenured)	18
Fladmoe-Lindquist, Karin	Department of Management (Associate Professor, tenured)	18
Flores, Tanya	Department of World Languages and Cultures (Assistant Professor, untenured)	19
Fong, Edmund	Department of Political Science (Associate Professor, tenured)	19
Frost, Caren	College of Social Work (Research Associate Professor, untenured)	20
Fukushima, Annie	College of Social Work (Assistant Professor, untenured)	20
Gardner, Jerry A.	Department of Theater (Associate Professor, tenured)	21
Garn, Rimma	Department of World Languages and Cultures (Assistant Professor/Lecturer, untenured)	21
George, Erika	College of Law (Professor, tenured)	22
Gezinski, Lindsay	College of Social Work (Assistant Professor, untenured)	22
Guiora, Amos N.	College of Law (Professor, tenured)	23
Hacking, Jane	Department of World Languages and Cultures (Associate Professor, tenured)	23
Han, Eunice	Department of Economics (Assistant Professor, untenured)	24
Hashibe, Mia	Department of Family and Preventive Medicine (Associate Professor, tenured)	24

Hoffman, Tobias	Department of Political Science (Assistant Professor, untenured)	25
Hunter, Rosemarie	College of Social Work (Associate Professor, tenured)	25
Hutton, Eric	Department of Philosophy (Associate Professor, tenured)	26
Huynh, Thanh	Department of World Languages and Cultures (Adjunct Instructor, untenured)	26
Jeong, Ansuk	Department of Psychology (Assistant Professor/Lecturer, untenured)	27
Kamimura, Akiko	Department of Sociology (Assistant Professor, untenured)	27
Kerr, Chenghua Hu	Department of World Languages and Cultures (Lecturer, untenured)	28
Kim, Hyesun	Department of World Languages and Cultures (Associate Instructor)	28
Kim, Jay	Department of Ballet (Assistant Professor, untenured)	29
Koim, Tol	Department of World Languages and Cultures (Instructor, untenured)	29
Kwak, Soojin	Department of World Languages and Cultures (Assistant Professor/Lecturer, untenured)	30
Kyan, Winston	Department of Art and Art History (Assistant Professor, untenured)	30
Laursen, Eric	Department of World Languages and Cultures (Associate Professor, tenured)	31
Lee, Yuan-Chin Amy	Department of Family and Preventive Medicine (Visiting Instructor, untenured)	31
Lehman, Howard P.	Department of Political Science (Professor, tenured)	32
Lehning, James	Department of History (Professor, tenured)	32
Li, Minqi	Department of Economics (Professor, tenured)	33
Lippard, Christopher	Department of Film (Associate Professor, tenured)	33
Liu, Baodong	Department of Political Science (Associate Professor, tenured)	34
Locher, Mira	College of Architecture + Planning (Associate Professor, tenured)	34
Lowey-Ball, ShawnaKim	Department of History (Assistant Professor, untenured)	35
Mai, Trinh	College of Social Work (Assistant Professor/Lecturer, untenured)	35
Mallat, Chibli	College of Law (Professor, tenured)	36
McCormack, Wayne	College of Law (Professor, tenured)	36
Moran, Ryan	Department of History (Assistant Professor, untenured)	37
Oderda, Gary	College of Pharmacy (Professor, tenured)	37
Ono, Kent	Department of Communication (Professor, tenured)	38
Ott, J. Steven	Department of Political Science (Professor, tenured)	38
Rekdal, Paisley	Department of English (Associate Professor, tenured)	39
Roh, David	Department of English (Associate Professor, tenured)	39
Safiullah, Sheikh M.	Department of History (Adjunct Assistant Professor, untenured)	40
Sasaki-Uemura, Wesley	Department of History (Associate Professor, tenured)	40
Shen, Lien Fan	Department of Film (Associate Professor, tenured)	41
Singh, Tejinder Pal	Department of Family and Preventive Medicine (Assistant Professor, untenured)	41
Slade, Benjamin	Department of Linguistics (Assistant Professor, untenured)	42
Smith, Yda	Department of Occupational Therapy (Assistant Professor, untenured)	42
Su, Yunwen	Department of World Languages and Cultures	43
Suzuki, Mamiko	Department of World Languages and Cultures (Assistant Professor, untenured)	43
Talboys, Sharon	Department of Family and Preventive Medicine (Associate Professor, tenured)	44
Textor, Cindi	Department of World Languages and Cultures (Assistant Professor, untenured)	44
Thatcher, Melvin P.	Department of History (Adjunct Assistant Professor, untenured)	45
Theiss, Janet	Department of History (Associate Professor, tenured)	45
Tong, Yanqi	Department of Political Science (Associate Professor, tenured)	46
Torrey, Debernieri	Department of World Languages and Cultures (Assistant Professor, untenured)	46
Valero, Jesus	Department of Political Science (Assistant Professor, untenured)	47
VanDerslice, James	Department of Family and Preventive Medicine (Research Associate Professor, untenured)	47
Vogel-Ferguson, Mary Beth	College of Social Work (Research Associate Professor, untenured)	48
Volinn, Ernest	School of Medicine (Research Associate Professor, untenured)	48
Von Sivers, Peter	Department of History (Associate Professor, tenured)	49
Wan, Margaret	Department of World Languages and Cultures (Associate Professor, tenured)	49
Wan, Neng	Department of Geography (Assistant Professor, untenured)	50

Wasilewska, Ewa	Department of Anthropology (Associate Professor/Lecturer, untenured)	50
Wei, Yehua Dennis	Department of Geography (Professor, tenured)	51
Wen, Ming	Department of Sociology (Professor, tenured)	51
Wiessner, Pauline	Department of Anthropology (Professor, tenured)	52
Wu, Fusheng	Department of World Languages and Cultures (Professor, tenured)	52
Wu, Guangzhen	Department of Sociology (Assistant Professor, untenured)	53
Yavuz, Hakan	Department of Political Science (Professor, tenured)	53
Yi, Jaehee	College of Social Work (Assistant Professor, untenured)	54
Yusaf, Shundana	Department of Architecture (Assistant Professor, untenured)	54
Zhao, Wei (Windy)	College of Architecture + Planning (Post Doctoral Fellow, untenured)	55
Zhou, Yu	Department of Family and Consumer Studies (Associate Professor, tenured)	55
Asia Center Staff		
Cheney, Patrick	Asia Center, Scholarship and Events Coordinator	56
Fame Kao, Shin Chi	Administrative Program Coordinator	56
Garner, Bryce	Associate Director, Administration	57
Glenn, Ashley	Academic Advising Coordinator	57
Hoffmann, Christy	Academic Advisor	58
Lara, Maria	Academic Advisor	58
Luciano Marzulli	K-16 Outreach Coordinator	59
Neofitos, Angeliki	Programs Assistant	59
J. Willard Marriott Library Staff		
Brady, Frederick	Senior Library Specialist	60
Chiarelli, Leonard	Associate Librarian	60
Fanning, Darby	Assistant Librarian	61
Paiva, Marie	Associate Librarian	61

UU CONSORTIUM CO-DIRECTOR

Korinek, Kim

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Recent Publications:

Grad Advising 2013-18:

Distinctions:

Department of Sociology (Associate Professor, tenured)

Ph.D. University of Washington, Seattle (2002), B.A. University of Wisconsin

Director, The Asia Center and Asian Studies Program (2017-present); Visiting Senior Research Fellow, Asia Research Institute and Centre for Family and Population Research, National University of Singapore (2015-16); Associate Director, The Asia Center (2011-2015); Department Chair, Department of Sociology (2011-2014); Associate Director, Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy; University Research Committee, 2014-2017;

Vietnam, Singapore, Thailand, Myanmar

Vietnamese (Intermediate)

75%

Exploring Asia: Asian Studies Research and Career Exploration; Immigrants and Communities

Population, Aging and Migration in Contemporary Asia; Post-conflict Vietnamese Society; Family Relations and Intergenerational Support in Asia; Aging and Health in Vietnam

Articles: "Modeling Urban Expansion in the Transitional Greater Mekong Region." *Urban Studies* (February 2017):1-20. "Military Service and Smoking in a Cohort of Northern Vietnamese Older Adults." *International Journal of Public Health* 62:1 (2016): 1-9. "Ethnicity, education attainment, media exposure, and prenatal care in Vietnam." *Ethnicity and Health* 22:1 (2017): 83-104. "Physical and Mental Health Consequences of War-related Stressors among Older Adults: An Analysis of Posttraumatic Stress Disorder and Arthritis in Northern Vietnamese War Survivors." *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 72:6 (2016): 1090-1102. "Crossing Borders, Crossing Seas: The Philippines and Continuities in Migration." *International Migration* 54:1 (2016):137-151. "Military Service, Stressful Events and Post-Trauma Symptoms in a Sample of North Vietnamese Older Adults," *American Journal of Public Health* 104:8 (2014):1478-87. "The Effect of Household and Community on School Attrition: An Analysis of Thai Youth." *Comparative Education Review* 56:3 (2012):474-510. "The Long-term Impact of War on Health and Wellbeing in Northern Vietnam: Some Glimpses from a Recent Survey." *Social Science & Medicine* 74:12 (2012): 1995-2004. "Passing by the Girls: An Assessment of Remittance Allocation for Educational Expenditures and Social Inequality in Nepal's Households." *International Migration Review* 46:1(2012):61-100. "Marital Status Transitions and Patterns of Intergenerational Co-residence among China's Elderly." *Journal of Gerontology: Social Sciences* 66B:2 (2011):260-270. "Economic Mobility of Migrants in Kanchanaburi DSS, Thailand." *Journal of Population and Social Studies* 19:1 (2010):201-254.

Completed: 4 (as chair) 3 (member) PhD; 3 (member) MA. In progress: 3 (as chair) 1 (member) PhD; 1 (member) MA.

PI: Healthy Birth Outcomes among Utah's Asian and Pacific Islander Population, University Research Committee Grant (\$6,000), April 2018-20; Co-PI: Korea Foundation Policy Research Grant (\$70,000), Jan-Dec 2018; Co-PI: Henry Luce Foundation, Asia Responsive Grant (\$465,000), 2018-2021; Lead PI: National Institute on Aging RO1, "Health and Aging Post-conflict: Enduring Effects of War in Vietnam War Survivors (\$2,544,000), 2017-22; PI: Henry Luce Foundation, Asia Responsive Grant (\$450,000), 2013-2017; PI: The Long-term Impact of War on Health, Wealth & Wellbeing in Vietnam's War Cohorts: A Pilot Study University of Utah Research Foundation, Research Initiative Seed Grant (\$35,000); Co-PI: Integration of the Undocumented and Documented in a New Destination: Utah, Russell Sage Foundation (\$250,000); College of Social and Behavioral Sciences, Superior Teaching Award Recipient (2009); Wellcome Trust Research Fellowship, Mahidol University, Salaya, Thailand (2007); Foreign Language and Area Studies (FLAS) Fellowship, Vietnamese (1998).

UU FACULTY

Aikau, Hokulani	Departments of Gender Studies and Ethnic Studies (Associate Professor, tenured)
Education:	Ph.D., University of Minnesota (2005); M.A., University of Memphis (1996); BS, University of Utah (1995).
Academic Experience:	Associate Professor, Division of Gender Studies and Division of Ethnic Studies School of Cultural and Social Transformation, University of Utah (2017-Present); Director, General Education Office, University of Hawai'i at Mānoa (2015-2017); Assistant/Associate Professor, Department of Political Science, University of Hawai'i at Mānoa (2005-2017).
Asian Languages:	Hawaiian (reading-level competency).
% of time Asian Studies:	100%
Asian Courses Taught:	Pacific Islander American Experience.
Specialization:	Contemporary Native Hawaiian Identity and Politics; Indigenous Resurgence and Climate Change in the Pacific; Race, Class, and Gender Studies; Native Feminist Theory; American Race Relations; Food Sovereignty.
Recent Publications:	Aikau, Hokulani K., et al. "Indigenous Feminisms Roundtable." <i>Frontiers: A Journal of Women Studies</i> 36.3 (2015): 84-106; Aikau, Hōkūlani K., and Donna Ann Kameha'ikū Camvel. "Cultural Traditions and Food: Kānaka Maoli and the Production of Poi in the He'e'ia Wetland." <i>Food, Culture & Society</i> 19.3 (2016): 539-561; Aikau, Hokulani K. "Theorizing Native Studies." (2015): 372-372.
Grad Advising 2014-18:	Ph.D.: 3 completed.
Distinctions:	"CSS Native Hawaiian Leadership Program" NSF-SSI 2014 Post-Institute implementation Award, (2014-15); "Collaborative Research to Develop Sustainable Ecosystem Management: Analysis of Water Resources and Quality in the Contemporary Ahupua'a." (2012-2014); CSS Excellence in Teaching Award (2009-10); Ford Foundation Diversity Post-doctoral Fellowship, Fellow (2007-08); Ford Foundation Doctoral Fellowship Program for Minorities, Fellow (2003-04).
Aitaoto, Nia	
Education:	Ph.D., University of Iowa (2013); M.S., University of Hawaii, Honolulu (2007); M.P.H., University of Hawaii, Honolulu (1995); B.A., University of Hawaii, Honolulu (1993); Gerontology Certificate, University of Hawaii, Honolulu (1993).
Academic Experience:	Assistant Professor, University of Utah (2018-Present); Assistant Professor and Co-director, Center for Pacific Islander Health, University of Arkansas for Medical Science (2015-2018); Adjunct Professor at University of Hawaii, New York University, and the University of Iowa (2013-Present).
% of time Asian Studies:	100%
Specialization:	Pacific Islander Health
Recent Publications:	Book: Kaholokula, JK, Aitaoto, N., & Werner, K. (2017). Pacific Islanders and Gender. In. K.L.Nadal (Ed.) <i>The SAGE Encyclopedia of Psychology and Gender</i> (pp. 1253-1258). Thousand Oaks, USA: SAGE Publications, Inc.; Aitaoto N, Campo SL, Snetselaar LG, Janz KF, Parker E, Belyeu-Camacho T, Jimenez RP. Factors Inhibiting Physical Activity as Treatment for Diabetic Chuukese in Chuuk and Hawai'i. <i>Hawaii J Med Public Health</i> . 2017 Sep; 76(9):247-252. PMID: 28900579; McElfish PA, Narcisse MR, Long CR, Ayers BL, Hawley NL, Aitaoto N, Riklon S, Su LJ, Ima SZ, Wilmoth RO, Schulz TK, Kadlubar S. Leveraging community-based participatory research capacity to recruit Pacific Islanders into a genetics study. <i>J Community Genet</i> . 2017 Oct; 8(4):283-291. PMID: 28689351.
Distinctions:	Dean's Graduate Fellowship, University of Iowa (2009-13); Pacific Chronic Disease Coalition Chairman Award (2012); Pacific Region Diabetes Champion, Pacific Diabetes Prevention and Control Programs (2008); National Center to Reduce Cancer Health Disparity Community Partner, National Institute of Health (2004).

Alavi, Lily	Department of Languages and Literature (Associate Instructor, untenured)
Education:	M.A., French Literature, University of Maine (1999); B.A. French Translation, Tehran Azad University (1992)
Academic Experience:	Associate Instructor, University of Utah (2009-Present)
Overseas Experience:	Iran
Asian Languages:	Persian (native).
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Persian; Intermediate Persian; Advanced Persian.
Specialization:	Persian language pedagogy and community engaged learning
Distinctions:	Community Engaged Service Learning Award, Community Engaged Scholars Program, University of Utah Campus Compact (2014)
Alder, Stephen	Department of Family and Preventive Medicine (Associate Professor, tenured)
Education:	Ph.D., University of Utah, 2001; M.S., University of Utah, 1996; B.S., University of Utah, 1992.
Academic Experience:	Chief, Division of Public Health, Department of Family and Preventive Medicine; Associate Professor Family and Preventive Medicine (Public Health); Adjunct Assistant Professor of Health Promotion and Education; Adjunct Assistant Professor of Internal Medicine (Clinical Epidemiology); Adjunct Assistant Professor Obstetrics/Gynecology (General OB/GYN); President, Academic Senate, University of Utah.
Overseas Experience:	China, India, Thailand
% of time Asian Studies:	25%
Asian Courses Taught:	International Field Work in Public Health.
Specialization:	Director of Global Health Initiative, Family and Preventive Medicine, Public Health
Recent Publications:	Talboys, S. L., Kaur, M., VanDerslice, J., Gren, L. H., Bhattacharya, H., & Alder, S. C. (2017). What Is Eve Teasing? A Mixed Methods Study of Sexual Harassment of Young Women in the Rural Indian Context. <i>SAGE Open</i> , 7(1), 2158244017697168; Simonsen, S. E., Digre, K. B., Ralls, B., Mukundente, V., Davis, F. A., Rickard, S., ... & Sunada, G. (2015). A gender-based approach to developing a healthy lifestyle and healthy weight intervention for diverse Utah women. <i>Evaluation and program planning</i> , 51, 8-16.; Long, K. N., Long, P. M., Pinto, S., Crookston, B. T., Gren, L. H., Mihalopoulos, N. L., ... & Alder, S. C. (2013). Development and validation of the Indian adolescent health questionnaire. <i>Journal of tropical pediatrics</i> , 59(3), 231-242.
Distinctions:	President Emeritus, Association of Accredited Public Health Programs; Member, "Framing the Future: The Next 100 Years of Public Health Education Task Force;" PI on grants from CDC, NIH, Faculty Excellence Award, May 2006, Department of Family and Preventive Medicine, University of Utah; Outstanding Alumnus Award, April 2004, Department of Health Promotion and Education, University of Utah; American Public Health Association.

Amirsoleimani, Soheila	Department of World Languages and Cultures (Associate Professor, tenured)
Education:	Ph.D. University of Michigan, 1995; M.A. The University of Michigan, 1986; B.A. CSUN, Northridge, 1984
Academic Experience:	Associate Professor, Dept. of World Languages and Cultures, Utah (2003-present); Assistant Professor (1995-03); Instructor, University of Michigan (1992-95)
Overseas Experience:	Iran, China
Asian Languages:	Arabic (basic), Persian (native)
% of time Asian Studies:	100%
Asian Courses Taught:	Advanced Persian language; Seminars in classical and modern Persian Texts; Women's Voice: Egypt and Iran; Post-Revolutionary Literature of Iran; Women's Voices: Iran, Afghanistan, and Tajikistan; Women's Voices: Memoirs by Iranian Women; Classical Persian Literature; Trends in Modern Persian Literature; Kings and Kingship in Classical Persian Literature; Introduction to Persian Literature; Medieval Iranian Cities in History and Literature; Persian Culture and Civilization; Afghanistan: History, Literature, and Culture; God, Love, and Mysticism; Heroes and Anti-Heroes; Iranian Film; Hyphenated Lives: Muslim-Americans in the U.S.; Women in Modern Iran
Specialization:	Persian and Central Asian literature, Iranian culture, Islamic mysticism
Recent Publications	Book: <i>Ahuvan va maqbariha</i> (Deer and the Shrines), collection of Persian poems, IBEX Publishers, Inc., March 2018; Book: <i>A Mennonite in Khiva</i> , collection of English poems, IBEX Publishers, Inc., May 2018; Review of "Comparing and Analyzing of Two Stories from Iran and China (Khotan)," solicited by the journal, <i>Frontiers of Literary Studies in China</i> , Beijing, China, 2014; Book: <i>Awkwardly Do I Walk</i> , collection of English poems, IBEX Publishers, 2012; Refereed Articles: "Women in Tarikh-i Bayhaqi," <i>Der Islam</i> , November issue (2001), 229-248 (solicited for translation into Persian by <i>Bukhara Magazine</i> , tr. Farzaneh Ghojalo, ed. Soheila Amirsoleimani, February 2012); <i>Narinji, rang-i khushbakhti</i> (<i>Orange, the Color of Happiness</i>), collection of Persian poems, IBEX Publishers, Inc. (2014)
Grad Advising:	Completed: 2 MA (chair)
Distinctions:	Visiting Scholar, UC, Berkeley (2004-05); Travel Grant to Central Asia (2000).
Anghie, Antony	College of Law (Professor, tenured)
Education:	S.J.D., Harvard University, 1995; LL.B., Monash University, 1987; B.A., Monash University, 1986.
Academic Experience:	Samuel D. Thurman Professor of Law, University of Utah; Senior Fellow, University of Melbourne; Co-Director and Visiting Lecturer, Law College Columbo, Sri Lanka, Visiting Professor, International Center for Comparative Law and Politics, University of Tokyo; Consultant, Ministry of Justice, Columbo, Sri Lanka; Visiting Lecturer, Bandaranaike Diplomatic Training Institute, Columbo, Sri Lanka
Overseas Experience:	Sri Lanka, Japan, Egypt, Bangladesh, Singapore, Australia, Britain, Finland
Asian Languages:	Sinhalese (native)
% of time Asian Studies:	25%
Asian Courses Taught:	International Business Transactions; International Law.
Recent Publications:	Anghie, A. (2017). Slavery and International Law: The Jurisprudence of Henry Richardson. <i>Temp. Int'l & Comp. LJ</i> , 31, 11; Anghie, Antony T. "Politic, Cautious, and Meticulous: An Introduction to the Symposium on the Marshall Islands Case." <i>AJIL Unbound</i> 111 (2017): 62-67; Anghie, A. (2015). Imperialism and International Legal Theory. In <i>The Oxford Handbook of the Theory of International Law; 'International Human Rights Law and a Developing World Perspective'</i> , in <i>Routledge Handbook of International Human Rights Law</i> , Scott Sheeran and Sir Nigel Rodley (eds), (Routledge 2013).
Distinctions:	Qualified as Barrister and Solicitor, Supreme Court of Victoria and High Court of Australia; Senior Fellow, Melbourne Law School (2012), Distinguished Visiting Professor at Cornell (2010), American University of Cairo (2008); Outstanding Scholar of the Year, S.J. Quinney School of Law, University of Utah (2007 & 2005).

Argenbright, Robert	Department of Geography (Assistant Professor/Lecturer, untenured)
Education:	Ph.D. Geography, University of California at Berkeley, 1990; M.A. Geography, University of California, Berkeley, 1984.
Academic Experience:	Assistant Professor/Lecturer, University of Utah, 2009-present; Assistant/Associate Professor, University of North Carolina, 1995-2009; Visiting Instructor, Simon Fraser University, 1991-95.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent).
% of time Asian Studies:	60%
Asian Courses Taught:	Geography of China; World Cities; China and Russia: Geopolitical Relations Past and Present.
Specialization:	Russia, Urban Geography, Asian Geography
Recent Publications:	“New Moscow: A Pragmatic Assessment,” in Alla G. Makhrova, ed., <i>Staraya i Novaya Moskva: Tendentsii i Problemy Razvitiya</i> (Old and New Moscow: Tendencies and Problems of Development); Moscow: Russian Geographical Society: 219-243 (2018); Moscow under Construction: City Building, Place-Based Protest, and Civil Society (Lexington Books, 2016); “Moscow on the Rise, From Primate City to Mega-Region,” <i>The Geographical Review</i> , (2013).
Distinctions:	Faculty Research and Creative Grant from the University Research Committee of the University of Utah National Research Competition 2017; Title VIII Grant, National Council for East European and Eurasian Research, 2013.
Arvin, Maile	Departments of History and Gender Studies (Assistant Professor)
Education:	Ph.D. in Ethnic Studies, University of California, San Diego, 2013; M.A. in Ethnic Studies, University of California, San Diego, 2009; B.A. in English Literature, with High Honors, Swarthmore College, 2005.
Academic Experience:	Assistant Professor, University of Utah, History and Gender Studies (2017-Present); Assistant Professor, University of California, Riverside, Ethnic Studies (2015-17); University of California President’s Postdoctoral Fellowship, University of California, Riverside, Ethnic Studies Department (2014-15); University of California President’s Postdoctoral Fellowship, University of California, Santa Cruz, History of Art and Visual Culture Department (2013-14); Guest Scholar in the School of Political Science and Economics at Meiji University (Tokyo, Japan), June-August 2012.
% of time Asian Studies:	75%
Specialization:	History of Hawaii, Polynesia; Race, gender, settler colonialism; History of social science.
Recent Publications:	“Polynesia is a Project, not a Place: Polynesian Proximities to Whiteness in Cloud Atlas and Beyond.” In <i>Beyond Ethnicity: New Politics of Race in Hawai‘i</i> , a collection edited by Camilla Fojas, Rudy Guevarra, and Nitasha Tamar Sharma. University of Hawai‘i Press, 2018, pp. 21-47; Stephanie Nohelani Teves and Maile Arvin, “Decolonizing API: Centering Indigenous Pacific Islander Feminism.” Manuscript accepted June 2016 for <i>Asian American Feminisms and Women of Color Politics</i> , a collection edited by Lynn Fujiwara and Shireen Roshanravan. Under contract with University of Washington Press. Expected publication Fall 2018; “Sovereignty Will Not Be Funded: “Good” Indigenous Citizenship in Hawai‘i’s Non-profit Industrial Complex.” <i>The Scholar & Feminist</i> 13.2 (Spring 2016), special issue, “Navigating Neoliberalism in the Academy, Nonprofits and Beyond,” guest co-editors Craig Willse and Soniya Munshi.
Distinctions:	Alternate for the American Association of University Women’s Postdoctoral Fellowship, 2017; American Studies Association’s Ralph Henry Gabriel Prize, awarded annually to the best doctoral dissertation in American Studies, American Ethnic Studies or American Women’s Studies, 2013.

Ashdown, Misao	Department of World Languages and Cultures (Associate Instructor, untenured)
Education:	M.A. TESOL, University of Utah, 1986; B.A. English Literature, Hiroshima Jogakuin College, 1980.
Academic Experience:	Japanese Instructor, University of Utah, 2010-present; Japanese Instructor, Weber State University, Utah, 2008-10.
Overseas Experience:	Japan.
Asian Languages:	Japanese (native).
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Japanese, Intermediate Japanese, Advanced Japanese.
Specialization:	Japanese Teaching, ESL.
Azuma, Shoji	Department of World Languages and Cultures (Professor, tenured)
Education:	Ph.D., University of Texas at Austin, 1991; M.A., University of Utah, 1987; B.A., Waseda University (Tokyo).
Academic Experience:	Assistant Professor/Full Professor, University of Utah, 1991-present; JET program candidate screening, interviewer; Visiting professor, Columbia University, 2007.
Overseas Experience:	Japan.
Asian Languages:	Japanese (native), Classical Japanese (reading).
% of time Asian Studies:	100%
Asian Courses Taught:	Third Year Written Japanese; Teaching Japanese as a Second Language; Commercial Japanese 1; Commercial Japanese 2; Intensive Business Japanese: Intermediate; Fourth Year Conversational Japanese; Intensive Business Japanese: Advanced Structure of Japanese; Japanese Linguistics.
Specialization:	Japanese Language and Linguistics; Sociolinguistics; Political Discourse Analysis
Recent Publications:	Hito wa dono yooni kaori no gengoka o okonau no ka (Putting smell into words: A sociolinguistic study of how we verbalize the sense of smell), <i>Cosmetology</i> , Vol 25, pp.120-125, Tokyo: Cosmetology Kenkyuu Shinkoo Zaidan. Published, 09/01/2017; PPAT to yuumoa riron (PPAP and theories of humor), <i>Kotoba to Moji</i> , Vol. 7, pp.155-164. Published, 04/01/2017; Senchuu no Koohoo: Tokyo shi jyoohookyoku no koohoo senryaku (War propaganda during WW2: A case of Tokyo Metropolitan Information Division), in Aizawa, Masao & Hiroyuki Kanazawa (eds.), <i>Senzen ki SP ban Record ga Hiraku Nihongo Kenkyuu</i> (Utilization of Pre-war SP Record Archives in Japanese Language Research), Tokyo: Kazama Shoten. (pp. 88-108). Published, 03/01/2016.
Distinctions:	The 25th Japan Cosmetology Foundation Research Grant, 2014; The 8 th Hakuho Japanese Language and Research Fellowship, 2013.

Azuma, Yoko	Department of World Languages and Cultures (Associate Instructor, untenured)
Education:	M.A. University of Utah (linguistics); B.A. Tsuru University, 1979.
Academic Experience:	Japanese Instructor, University of Utah, 2003-Present; Teaching Assistant, Department of World Languages and Cultures, University of Utah, 1999-2002; Japanese Instructor, Salt Lake Community College, 1995-1999; Japanese Instructor; English Instructor (full time), Kanagawa Prefectural High School, Japan, 1979-1987.
Overseas Experience:	Japan.
Asian Languages:	Japanese (native)
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Japanese, Intermediate Japanese, Advanced Japanese, Conversational Japanese.
Specialization:	Japanese teaching
Distinctions:	Student Choice Teaching Award from the Association of Students at UU, Academic Affairs Board April 2008.
Banuri, Tariq	School of Architecture (Professor, tenured)
Education:	Ph.D. Economics, Harvard University, 1986; M.A. Development Economics, Williams College, 1978; B.E. Civil Engineering, University of Peshawar, 1970.
Academic Experience:	Professor (Lecturer), Department of Economics, 2012-present; Director, Division for Sustainable Development (DSD), Department of Economic and Social Affairs, United Nations (2008-11), Director, Asia Center, Stockholm Environment Institute, Bangkok (2004-7); Senior Research Director, Tellus Institute, Boston (1999-03), Executive Director, Sustainable Development Policy Institute, SDPI, Islamabad, Pakistan (1992-97); Environmental Policy Advisor, IUCN-Pakistan (1991-2)
Overseas Experience:	Pakistan, India, Thailand, Korea, China
Asian Languages:	Urdu (fluent), Arabic (conversational), Hindi (conversational), Persian (conversational)
% of time Asian Studies:	100%
Asian Courses Taught:	Global Sustainable Development, Urban Environmental Economics, Urban Environmental Theory and Practice
Specialization:	Sustainable development, Development economics, Energy, International Finance, Development Economics, Globalization.
Recent Publications:	19 contributions to official publications, 1989-2011; 43 professional papers and publications, 1989-2007; includes T. Banuri and H. Opschoor (2007) <i>Climate Change and Sustainable Development</i> , WP 56, New York (2007): UN; <i>Environment and Sustainable Development in Asia</i> , Stockholm: SEI and Swedish Foreign Ministry (2005).
Distinctions:	Member, Inter-governmental Panel on Climate Change that received Nobel Prize, 2007; Member, United Nations Secretary General's Advisory Group on Energy and Climate Change (2009-11); Sherpa for USG ESA, UN Secretary General's Climate Change Team (2009-10); Member, United Nations' Committee on Development Policy (2007-08); Member/Secretary, Steering Committee on Higher Education, Government of Pakistan (2002); Awarded <i>Sitara I Imtiaz</i> (Star of Distinction) by the President of Pakistan for services to research and education, 2003

Bell, Adrian Villami	Department of Anthropology (Assistant Professor, untenured)
Education:	Ph.D. University of California, Davis, 2011 (Ecology); M.S. Brigham Young University, 2005 (Integrative Biology); B.S. Brigham Young Univ., 2003 (Zoology)
Academic Experience:	Co-director, Pacific Islander Studies Initiative, University of Utah, 2015-Present; Assistant Professor, Univ. of Utah, 2011-Present
Overseas Experience:	Kingdom of Tonga, India, Columbia
Asian Languages:	Tongan (fluent), Spanish (fluent)
% of time Asian Studies:	75%
Asian Courses Taught:	Peoples of the Pacific; Study Abroad in Tonga, Human Migration
Specialization:	Cultural Anthropology of the Pacific, Evolutionary Anthropology
Recent Publications:	Lisa Johnson & Marianna Di Paolo and Adrian V. Bell (2018). Forced Alignment for Understudied Language Varieties: Testing Prosodylab-Aligner with Tongan Data. <i>Language Documentation & Conservation</i> . Vol. 12, 80-123. Published, 03/2018; Adrian Villami Bell (2018). The only way for minority cultural survival. <i>Nature Human Behavior</i> . Published, 02/2018; Bell, Adrian V. and Daniel Hernandez. 2017. "Cooperative Learning Groups and the Evolution of Human Adaptability: (Another Reason) Why Hermits are Rare in Tonga and Elsewhere." <i>Human Nature</i> (2017) 28:1. Published, 03/2017; Bell, Adrian V., Thomas Currie, Geoffrey Irwin, and Christopher Bradbury. 2015. "Driving Factors in the Colonization of Oceania: Developing Island-Level Models to Test Competing Hypotheses." <i>American Antiquity</i> . 80(2):397-407. Published, 04/2015.
Distinctions:	Teaching Innovation Grant from College of Social and Behavioral Science (\$10,000) for project "Student Training in Anthropological Data Analysis: Course Development for Student Research" (2012); NSF Doctoral Dissertation Improvement Grant (\$14,500) for project "Cultural variation and evolution among the Tongan people" (2008-2010)
Berik, Günseli	Department of Economics (Professor, tenured)
Education:	Ph.D. University of Massachusetts, 1986; M.A. U of Massachusetts, 1981; B.S. Middle East Technical University, 1976
Academic Experience:	Professor, University of Utah (2009-present); Affiliated Faculty, Associate Professor, (2000-09); Visiting Faculty, Koc University (2002-03); Assistant Professor, U of Utah (1994-00); Visiting Scholar, (1993-94); Assistant Professor of Economics, Graduate Faculty, New School for Social Research, New York (1986-93)
Overseas Experience:	Turkey
Asian Languages:	Turkish (fluent).
% of time Asian Studies:	40%
AS Courses Taught:	Feminist Economics; Principles of Economic Development; Gender and Third World Economic Development.
Specialization:	Economic Development, Economics of Gender, Gender and Development
Recent Publications:	Book: Gender, Development, and Globalization (coauthored with Lourdes Beneria and Maria Floro) Routledge (2016); Gender, China and the WTO (Routledge. 2010, previously pub as special issue, Feminist Economics and pub in Chinese translation, 2009); Social Justice and Gender Equality: Rethinking Development Strategies and Macroeconomic Policies, Routledge, 2008; "Revisiting the Feminist Debates on International Labor Standards in the Aftermath of Rana Plaza" <i>Studies in Comparative International Development</i> 52(2): 193–216 June https://doi.org/10.1007/s12116-017-9246-x , 2017; 2010 "Options for Enforcing Labor Standards: Lessons from Bangladesh and Cambodia." <i>Journal of International Development</i> , 22 (1): 56-85; "Bangladesh's 2009 Ready-Made Garments Sector: Exports, Employment, and Working Conditions" (with Yana Rodgers) <i>Journal of Bangladesh Studies</i> , 11(2): 1-19. In Progress: 4 Ph.D.; Completed: 4 MA.
Grad Advising 2015-18:	In Progress: 4 Ph.D.; Completed: 4 MA.
Distinctions:	Superior Teaching Award, College of Social and Behavioral Sciences, University of Utah (2012); Research Consultant on "Bangladesh: Post ATC Development Options" Asia Pacific Trade and Investment Initiative United Nations Development Programme Regional Center Colombo (Sri Lanka) (UNDP/PRCC) (2006)

Bhattacharya, Haimanti	Department of Economics (Associate Professor, tenured)
Education:	Ph.D. University of Arizona, 2007; M.A. University of Arizona, 2005; M.S. University of Arizona (Agricultural & Resource Economics), 2003; M.A. Delhi School of Economics (Economics), 2000.
Academic Experience:	Assistant Professor, University of Utah, 2008-present; Post-Doctoral Fellow, The Earth Institute, Columbia University (2007-2008)
Overseas Experience:	India.
Asian Languages:	Hindi (native), Bengali (native).
% of time Asian Studies:	25%
Asian Courses Taught:	Applied Econometrics, Environmental and Resource Economics.
Specialization:	Environment, Development and Experimental Economics in South Asia.
Recent Publications:	Dugar, Subhasish & Bhattacharya, Haimanti (2017) "Fishy Behavior: A Field Experiment on (Dis)honesty in the Marketplace." <i>Journal of Behavioral and Experimental Economics</i> , 67: 41-55. Sharon Talboys, Manmeet Kaur, Jim VanDerslice, Lisa Gren, Haimanti Bhattacharya, Steve Alder (2017) 'What is Eve Teasing? A Mixed Methods Study of Sexual Harassment of Young Women in the Rural Indian Context.' <i>Sage Open</i> . Stephens, T., Kamimura, A., Yamawaki, N., Bhattacharya, H., Mo, W., Birkholz, R., Makomenaw, A., & Olson, L.M. (2016). Rape myth acceptance among college students in the United States, Japan and India. <i>Sage Open</i> . Akiko Kamimura, Niwako Yamawaki, Haimanti Bhattacharya, Wenjing Mo, Ha Ngoc Trinh, Hanh Nguyen, Ryan Birkholz, Angie Makomenaw, Lenora M. Olson (2016) "Bystander Attitudes to Prevent Sexual Assault: A Study of College Students in the US, Japan, India, Vietnam, and China." <i>Journal of Sex Research</i> . Bhattacharya, Haimanti (2016) "Mass Media Exposure and Attitude towards Spousal Violence in India" <i>Social Science Journal</i> , 53(4): 398–416.
Grad Advising 2015-18:	None
Distinctions:	Faculty Fellow Award, UU, 2012; Quality of Research Discovery Award, European Association of Agricultural Economist, 2011
Blankinship, Kevin	Department of World Languages and Cultures (Lecturer, untenured)
Education:	Ph.D., M.A., University of Chicago, 2018; M.A., Middlebury College, 2015; M.A., University of North Carolina, 2009; B.A., Brigham Young University, 2007.
Academic Experience:	Assistant Professor/Lecturer, University of Utah, 2018-Present; Arabic Program Coordinator, University of Utah, 2017-Present; Instructor, University of Utah, 2017-18; Instructor, University of Chicago, 2017.
Overseas Experience:	Egypt
Asian Languages:	Arabic (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Survey of Classical Arabic Literature; Second and Third Year Arabic; The Qur'an, Text and Content; Advanced Arabic Composition
Specialization:	Arabic language, literature, and culture
Recent Publications:	<i>Journal of the American Oriental Society</i> (under review) Expected 2019 "Giggers, Greeners, Peyserts, and Palliards: Rendering Slang in the Misers of al-Jahiz;" <i>Insatiable Appetite</i> (Brill), ed. Bilal Orfali, Kirill Dmitriev, Julia Hauser, Forthcoming 2018 "The Missionary and the Heretic: Debating Veganism in the Medieval Islamic World;" <i>Journal of Near Eastern Studies</i> 76, no. 1, April 2017, Christian Peltz, <i>Der Koran des Abu l-'Ala'</i> , 2 vols. (Harrasowitz-Verlag, 2013).
Distinctions:	American Institute for Maghrib Studies (AIMS) Jeanne Jeffers Mrad Award, Sept. 2017.

Bricker, Kelly S.	Department of Parks, Recreation and Tourism (Professor, tenured)
Education:	Ph.D. Pennsylvania State University, 1998; M.S. Western Illinois University, 1984; B.S. Western Illinois University, 1981.
Academic Experience:	Professor, Chair/Director, Parks, Recreation, and Tourism, University of Utah, Salt Lake City, Utah 2015-Present; Senior Scientist, Recreation and Land Use, HDR DTA, Sacramento, California (part-time, summer) 2004-Present; Adjunct Professor, Recreation, Parks and Tourism Resources, Division of Forestry, College of Agriculture, Forestry and Consumer Sciences, West Virginia University, Morgantown, West Virginia 2004-Present.
Overseas Experience:	Fiji, China
% of time Asian Studies:	25%
Asian Courses Taught:	Sustainable Tourism and Ecotourism
Specialization:	Sustainable tourism and ecotourism in Asia.
Recent Publications:	Gatti, E. T. J., Bricker, K. S., & Brownlee, M. T. J. (2018). Human dimensions of winter use in Yellowstone National Park: A gap analysis (1972–2013). <i>Park Science</i> , 34(1), 70-78. Dustin, D., Zajchowski, C., Gatti, E., Bricker, K., Brownlee, T. J., and Schwab, K. (2018). “Greening Health: The Role of Parks, Recreation, and Tourism in Health Promotion.” <i>Journal of Park and Recreation Administration</i> , Vol. 36, Number 1, 2018, pp. 116-125. Bricker, K. (2018). “Positioning Sustainable Tourism: Humble Placement of a Complex Enterprise.” <i>Journal of Park and Recreation Administration</i> , Vol. 36, Number 1, 2018, pp. 208-214. Bricker, K. and Kerstetter, D. (2017). “Effecting positive change-an introduction.” <i>Journal of Ecotourism</i> , Vol. 16, Issue 3, pp. 201-202. Special Issue: The Future We Want: Effecting Positive Change through Ecotourism, K. Bricker & D. Kerstetter, Eds., October 28, 2017. Dustin, D., Bricker, K., Brownlee, M., & Schwab, K. (2017). “Lessons from the Legends: America’s Expanding Liberal Democratic Tradition.” <i>Journal of Park and Recreation Administration</i> , Vol. 35, No. 4, 2017, pp. 69-72.
Grad Advising 2014-18:	PhD: 9 (in progress), 5 (completed); MA/MS: 3 (in progress); 15 (completed)
Distinctions:	The Academy of Leisure Sciences, inducted as a Fellow October 2016, NRPA Congress, St. Louis, Missouri; Scholarship Award Named. Bricker Award. The International Ecotourism Society Ecotourism and Sustainable Tourism Conference, Quito, Ecuador, 2015; Selected as one of 18 International Global Judges for the “Tourism for Tomorrow” Awards, sponsored by the World Travel & Tourism Council, 2013-Present.
Brown, Angelique	Department of Aerospace Studies (Professor, untenured)
Education:	M.A. in International Studies, Naval Postgraduate School, Monterey, 2009; B.A., Criminal Justice, New Mexico State University, Defense Language Institute, Monterey, 2010
Academic Experience:	Commander, Air Force ROTC, Professor and Department Chair, Aerospace Studies, University of Utah
Overseas Experience:	Thailand, Vietnam, Laos, Myanmar, China, Japan
Asian Languages:	Thai (fluent), Lao (fluent).
% of time Asian Studies:	25%
Asian Courses Taught:	Southeast Asian Politics
Specialization:	Southeast Asian Politics, Asian Foreign Relations, Security Studies
Distinctions:	Lieutenant Colonel and senior pilot, US Air Force; Deputy Director for Politico-Military Affairs (Asia), North, South, and Southeast Asia Division, The Joint Staff, Strategic Plans and Policy Directorate, Washington DC (2010-13); Member of first US-Burma Human Rights Dialogue led by form State Dept. Assist. Posner and current UN Ambassador Samantha Power (2012)

Cagle, Hugh

Education:
 Academic Experience:
 Overseas Experience:
 Asian Languages:
 % of time Asian Studies:
 Asian Courses Taught:
 Specialization:
 Recent Publications:

Department of History (Associate Professor, tenured)

Ph.D. Rutgers University 2011
 Assistant Professor, University of Utah, 2011-Present
 India, South Korea, Brazil
 Portuguese (fluent), Spanish (fluent)
 25%
 Empire and Exploration 1400-1750
 Portuguese Empire in Asia, Africa, Brazil, comparative colonialisms, medical history
 "Cultures of Inquiry, Myths of Empire: Natural History in Colonial Goa." *Medicine, Trade, and Empire: Garcia de Orta's Colloquies on the Simples and Drugs of India (1563) in Context*. Edited by Andrew Cunningham and Palmira Fontes da Costa. Surrey, UK: Ashgate (forthcoming); "The Botany of Colonial Medicine: Gender, Authority, and Natural History across Iberian Empires." *Women of the Iberian Atlantic*. Edited by Sarah E. Owens and Jane E. Mangan. (Baton Rouge: Louisiana State University Press, 2012); "Age of Settlement and Colonization, 1500-1900." *Ashgate Research Companion to Modern Imperial Histories*. Co-authored with Michael Adas. (Ashgate, Burlington, VT: Ashgate, 2012).
 Distinctions: "Best Collaborative Project" by the Society for the Study of Early Modern Women, University Research Council Faculty Fellowship, Great Ideas in the Humanities Research Grant, CDC International Travel Research Grant, Harvard University Grant for Research on the Atlantic World, National Endowment for the Humanities Research Seminar Fellowship, University of Texas-Austin Paleography Research Fellowship

Chatterjee, Deen

Education:
 Academic Experience:
 Overseas Experience:
 Asian Languages:
 % of time Asian Studies:
 Asian Courses Taught:
 Specialization:
 Recent Publications:

Department of Philosophy (Senior Fellow, tenured)

Ph.D. University of Washington, 1975; M.A., University of Washington, 1971.
 Senior Advisor and Professorial Fellow, Quinney College of Law, University of Utah; Global Ethics Fellow, Carnegie Council for Ethics in International Affairs; Faculty Director and Mentor, Oxford Human Rights Consortium; Faculty Fellow at the University of Colorado at Boulder, the University of Oregon, the United States Naval Academy, Harvard University, and the Tanner Humanities Center, University of Utah.
 India, Bangladesh.
 Hindi (native), Bengali (native).
 25%
 International Human Rights.
 Justice and human rights, ethics of war and peace, multiculturalism, and religion and politics.
 Chatterjee, Deen. "Global Ethics: An Introduction, written by Heather Widdows." *Journal of Moral Philosophy* 13.5 (2016): 615-618; Chatterjee, Deen. "Deciding on preventive war: Amartya Sen's idea of justice." *Philosophy & Social Criticism* 41.1 (2015): 69-76; *The Ethics of Preventive War* (Cambridge University Press 2013); *Gathering Threats: The Ethics of Preventive War* (Cambridge University Press, 2010); *Democracy in a Global World: Human Rights and Political Participation in the 21st Century*, (Rowman and Littlefield, 2007).
 Distinctions: Robert J. Meyers Fellows Fund Award Recipient, Carnegie Council, 2018; ASUU Student Choice Teaching Award in 2010-2011; Thomas D. Dee II Endowment Grant for Teaching Enhancement at the University of Utah, 2007.

Chen, Jacqueline M.	Department of Psychology (Assistant Professor, untenured)
Education:	Ph.D., UC Santa Barbara (Psychology), 2012; B.A., Pomona College (Psychology), 2007
Academic Experience:	Assistant Professor, University of Utah, 2016-Present; Assistant Professor, UC Irvine, 2014-Present; Post-Doctoral Fellow, UC Davis, 2012-14.
Overseas Experience:	None
Asian Languages:	None
% Asian Studies:	25%
Asian Courses Taught:	Cross-Cultural Psychology
Specialization:	Social perception of diverse individuals and groups; Cultural psychology
Recent Publications:	Chen, J.M., & Ratliff, K.A. (in press). Psychological essentialism predicts intergroup bias. <i>Social Cognition</i> ; Chen, J.M., de Paula Couto, M.C.P., Sacci, A., & Dunham, Y. (in press); To be or not to be (Black or Multiracial or White): Cultural variation in racial boundaries. <i>Social Psychological and Personality Science</i> ; Ho, A.K., Kteily, N.S., & Chen, J.M. (2017). "You're one of us": Black Americans' use of hypodescent and its association with egalitarianism. <i>Journal of Personality and Social Psychology</i> , 113(5), 753-768; Moons, W.G., Chen, J.M., & Mackie, D.M. (2017). Stereotypes: A source of bias in affective and empathic forecasting. <i>Group Processes & Intergroup Relations</i> , 20, 139-152. +Corresponding author; Pauketat, J.V.T., Moons, W.G., Chen, J.M., Mackie, D.M., & Sherman, D.K. (2016). Self-affirmation and affective forecasting: Affirmation reduces the anticipated impact of negative events. <i>Motivation and Emotion</i> , 40(5), 750-759.
Distinctions:	Rising Star Award, Association for Psychological Science, 2016; Cultural Research Grant, UCI Academic Senate, 2015; Dean's Post-doctoral Fellowship for Excellence Award, UC Davis, 2014; Excellence in Teaching Award Nomination, UCSB Graduate Student Association, 2012.
Cheng, Vincent J.	Department of English (Professor, tenured)
Education:	PhD, Stanford University, 1979; M.A. Boston University (Creative Writing), 1974; A.B. Harvard College (English), 1973.
Academic Experience:	Shirley Sutton Thomas Professor of English, 1999-present, Assist-Prof. English, Univ of Southern California (1979-99), Director, Tanner Humanities Center, Utah (2003-7), Advisory Board of the Modern Language Association, 2006-2009; Board of Trustees, International James Joyce Foundation; numerous editorial boards of scholarly journals.
Overseas Experience:	Taiwan, Mexico, Britain, Ireland, Swaziland
Asian Languages:	Chinese (native speaker), Spanish, Portuguese
% of time Asian Studies:	25%
Asian Courses Taught:	Global and Transnational Literature; Colonial and Postcolonial English Literature; Seminar in Postcolonial Studies; Theories of Race, Ethnicity, and Nation
Specialization:	Colonial and Postcolonial English Literatures in Asia, Asian Postcolonial Theory.
Recent Publications:	"Amnesia, Forgetting, and the Nation in James Joyce's <i>Ulysses</i> ." Chapter in <i>21st-Century Approaches to Literature: Late Victorian into Modern, 1880-1920</i> , eds. Marcus, Mendelssohn, and Shepherd-Barr (Oxford Univ. Press, 2016), pp. 335-349.; volume IV of <i>Memory Ireland: Explorations in Irish Cultural Memory</i> . Books only: <i>Amnesia and the Nation: History, Forgetting, and James Joyce</i> (Palgrave-Macmillan, 2018); <i>Inauthentic: The Anxiety over Culture and Identity</i> (Rutgers University Press, 2004). <i>Joycean Cultures</i> , edited by Vincent J. Cheng, Kimberly J. Devlin, and Margot Norris (Univ. of Delaware Press, 1998). <i>Joyce, Race, and Empire</i> , (Cambridge Univ. Press, 1995). <i>Joyce in Context</i> , edited by Vincent J. Cheng and Timothy P. Martin (Cambridge Univ. Press, 1992).
Grad Advising 2014-18:	Completed: 1 master's 2 PhD; In Progress: 7 PhD
Distinctions:	Guggenheim (1991-2), NEH (1987), Univ. of Utah Distinguished Teaching Award, 2014; Carole & Gordon Segal Visiting Chair in Irish Literature, Northwestern Univ., 2014; Univ. of Utah Faculty Fellowship, 2011-2012; Board of Trustees, International James Joyce Foundation, 2006-2012; Tanner Humanities Center Fellowship, 2002-03

Cho, Kuiweon	Department of World Languages and Cultures (Assistant Professor Lecturer, untenured)
Education:	Ph.D., University of Utah, 1995; M.A., Ohio State University, 1976; M.A., Sogang University, Seoul, Korea, 1975; B.A. Sogang University, Korea, 1974
Academic Experience:	Lecturer (1998-present), Korean section head (1998-2011) University of Utah
Overseas Experience:	Korea
Asian Languages:	Korean (native), Chinese (fluent).
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Korean I, Beginning Korean II, Intermediate Korean I, Intermediate Korean II, Advanced Korean Grammar and Reading, Korean Culture through Literature and Films.
Specialization:	Korean Language and Literature.
Distinctions:	Associated Students of University of Utah Student Choice Teaching Award.
Choi, Suhi	Department of Communication (Associate Professor, tenured)
Education:	Ph.D., Temple University, 2006 (Mass Communication), M.F.A., Brooklyn College of the City University of New York, 2004 (TV Production), B.A. Korea University, Korea, 1994 (Korean History).
Academic Experience:	Assistant Professor, University of Utah (2006-Present), Internship at the City University of New York, 2001; Internship at Paper Tiger Television, 2002, Manhattan.
Overseas Experience:	South Korea
Asian Languages:	Korean (native)
Pedagogy Training:	CLAC workshops in 2014, 2013.
% of time Asian Studies:	70%
Asian Courses Taught:	Korean Media and Culture; International Communication
Specialization:	Korean Studies, International Communication, Documentary Studies
Recent Publications:	Choi, S. (in progress) Right to Mourn: Trauma, Empathy, and Memorials in Remembering the Korean War. Under contract with Oxford University Press; Choi, S. (2016) Can a Memorial Communicate Embodied Trauma? Reenacting Civilian Bodies in the No Gun Ri Peace Park. <i>Rhetoric & Public Affairs</i> , 19 (3), pp.465-489; Choi, S. (2015) The Repertoire, not the Archive: The 1950 Life and Time's Coverage of the Korean War. <i>Media, War, & Conflict</i> , 8 (2), pp.264-280; Choi, S. (2014). Standing between Intransient History and Transient Memories: The Statue of MacArthur in South Korea. <i>Memory Studies</i> , 7 (2), pp. 191-206.
Grad Advising 2014-18:	1 M.A. (completed); 5 Ph.D. (completed).
Distinctions:	The Asia Center Travel Funding, University of Utah (total \$1,500) Summer 2017, for the support of studying the Korean War memorials. The Fulbright Specialist Grant, The U.S. Department of State's Bureau of Educational Cultural Affairs (ECA) and The Institute of International Education's Council for International Exchange of Scholars (CIES). Summer 2016, University of Haifa, Israel. The Asia Center Travel Funding, University of Utah (total \$1,000) Summer 2015, for the support of studying the Korean War memorials.

Chung, Eunbin	Department of Political Science (Assistant Professor, tenure-track)
Education:	Education: Ph.D., The Ohio State University, 2015; M.A. The Ohio State University, 2011; M.Sc., London School of Economics and Political Science, 2007
Academic Experience:	Assistant Professor, University of Utah, 2015-present; Exchange Researcher, Graduate School of Political Science, Waseda University, Tokyo, Japan (2017, 2012)
Overseas Experience:	South Korea, Japan, China
Asian Languages:	Korean (native), Japanese (conversational), Chinese characters (reading)
% of time Asian Studies:	70%
Asian Courses Taught:	International Relations of East Asia; Politics of Asia (U of U Asia Campus); CLAC Korean sections
Specialization:	International Relations, Political Psychology, Conflict Resolution, Experimental Methods
Recent Publications:	"Strategic Allocation of Foreign Aid: United Nations General Assembly Voting and American Foreign Aid." <i>Political Studies</i> (Article first published online: November 3, 2017; coauthored with Byungwon Woo); "Can Affirming National Identity Increase International Trust? Experimental Evidence from South Korean, Chinese, and Japanese Nationals." <i>International Studies Review</i> 16:1 (2015), 75-97; "We Like You Better When We Feel Good About Ourselves: Group-Affirmation in an International Context." <i>Korea Observer</i> 46:2 (Summer 2015), 387-417 (coauthored with Byungwon Woo); "Explaining the Coexistence of Globalization and Nationalism in East Asia: An Analytical Framework on the Case of Hallyu (The Korean Wave)." <i>Peace Studies</i> 23:1 (Spring 2015), 329-381.
Grad Advising:	1 M.A., 1 Ph.D.
Distinctions:	Korea Foundation Policy-Oriented Research Program (2018), Japan Foundation Fellowship (2016-2017), American Political Science Association (APSA) Best Dissertation in Experimental Research, APSA Best Dissertation in Political Psychology, ISPP (International Society of Political Psychology) Honorable Mention, Betty Glad Integrated Research Grant (Department of Political Science, University of Utah)
Cohen, Benjamin	Department of History (Professor, tenured)
Education:	Ph.D., University of Wisconsin, Madison, 2002; M.A. University of Wisconsin, Madison (History), 1997; B.A., Earlham College, 1992.
Academic Experience:	Assistant/Associate/Full Professor, University of Utah (2003-Present); Graduate Director, History Department, University of Utah, 2008-2011; Board Member <i>Journal of Deccan Studies</i> ; Associate Editor <i>India Review</i> (2009-present)
Overseas Experience:	India, Malaysia
Asian Languages:	Hindi (fluent), Telugu (fluent), Urdu (fluent).
% of time Asian Studies:	100%
Asian Courses Taught:	Asian Civilization: Modern History, Premodern India, Modern India, Mughals to Modernity, Asia in the World, Environmental History of India, The Indian Diaspora.
Specialization:	History of India
Recent Publications:	Books: 2018 Under contract. <i>An Appeal to the Ladies of Hyderabad: Scandal in the Raj</i> . Harvard University Press. 2017 Submitted. <i>The Pleasures at your side: Papers from the Wanaparthi Samasthan, 1832-1911</i> . Edited by Benjamin B. Cohen. Orient BlackSwan Press, Hyderabad, India. 2015; <i>In The Club: Associational Life in Colonial India</i> . Manchester University Press (Studies in Imperialism Series). Indian edition: Orient BlackSwan Press, 2015. "The African Guard of Wanaparthi and Hyderabad." <i>African Elites of India Vol. II</i> (ed. Kenneth Robbins, Beheroze Shroff, Sheila Walker). [Publisher TBA]. 2017 "Transfers of Power: A Hydrosocial View of Hyderabad." pp. 76-86. In <i>The Princely States and the Making of Modern India</i> . (eds. D.A. Prasanna, K. Sadashiva). Manipal University Press, India
Distinctions:	2006 University Faculty Fellow, University of Utah; 2006 University Research Committee grant recipient, University of Utah; 2004 University Research Committee grant recipient, University of Utah; 2003 University of Utah International Faculty Professional Development Grant.

Davies, Edward	Department of History (Professor, tenured)
Education:	Ph.D., University of Pittsburgh (History), 1977; M.A., Lehigh University (History), 1971; B.A., Wilkes College (History), 1970.
Academic Experience:	Full Professor, University of Utah (2008-Present); Coordinator, World History Program, History Department, University of Utah 2002-present; Executive Council Member, World History Association 1996-2000. Elected treasurer: World History Association, 2000-2003.
Overseas Experience:	Korea, Malaysia, Vietnam, Japan
% of time Asian Studies:	50%
Asian Courses Taught:	The Korean War, World History Since 1500, America at War (1629-1898)
Specialization:	World History, Military History of US, Russia and Korea
Recent Publications:	"Romancing the Swastika, 2007-2018" in <i>The Wehrmacht and Society</i> (Berlin, 2018); <i>The US and World History</i> (Routledge, 2006), <i>North America 2000BCE-2000 CE in the Oxford Companion to World History</i> (Oxford University Press, 2011).
Distinctions:	GLAD Grant for a Global history Track in the History Department (\$10,000.00).
DeLuca, Kevin	Department of Communication (Professor, tenured)
Education:	Ph.D., Department of Communication Studies, University of Iowa, 1996; M.A., Communication, University of Massachusetts, 1991.
Academic Experience:	Professor, University of Utah; Hinckley Fellow, Hinckley Institute of Politics, University of Utah; Adjunct Instructor, Environmental Humanities, University of Utah.
Overseas Experience:	China, Thailand.
Asian Languages:	Chinese (conversational)
% of time Asian Studies:	75%
Asian Courses Taught:	Contemporary Social Movements. Environmental Communication
Specialization:	Environmental Discourse in China, Environmental Activism in China.
Recent Publications:	DeLuca, Kevin. "A wilderness environmentalism manifesto: Contesting the infinite self-absorption of humans." <i>Environmental justice and environmentalism: The social justice challenge to the environmental movement</i> (2017); Kevin DeLuca & Brunner; Eds. C. Foust, A. Pason, & K. Rogness (2017). "Activism in the Wake of the Event of China: Abandoning the Domesticated Rituals of Democracy to Explore the Dangers of Wild Public Screens"; <i>What Democracy Looks Like: The Rhetoric of Social Movements and Counter publics.</i> (pp. 225-245). U of Alabama Press. Published, 05/2017; DeLuca & Brunner, E. (2017). "China's Wild Public Screens: Weibo, WeChat, and Creative Activism". China Policy Institute. Published, 03/2017.
Distinctions:	Tanner Center Fellow, University of Utah (2018-19); Utah Environmental Humanities Research Professorship (2013-14), Utah Faculty Fellow (2013); "Imaging New Alternatives" Waterhouse Institute Grant, Villanova University (2013); Utah Tanner Humanities Center Fellow (2009-2010).

Devir, Nathan	Department of World Languages and Cultures (Associate Professor, tenured)
Education:	Ph.D. The Pennsylvania State University, 2010 (Comparative Literature; B.A. University of Haifa (French Language and Literature), 2002
Academic Experience:	Director, Religious Studies Program, University of Utah (2017-Present); Director, Middle East Center/Middle East Studies Program, University of Utah (2015-Present); Assistant Professor, University of Utah (2011-present); Visiting Instructor/Assistant Professor, Dept. of Religion, Middlebury College (2008-11)
Overseas Experience:	India, Morocco, Ghana, Madagascar, Kenya, Ethiopia
Asian Languages:	Hebrew (native); Arabic (reading).
% of time Asian Studies:	25%
Asian Courses Taught:	Introduction to Judaism, Contemporary Culture of the Jewish World, Globalization in Literature and Film
Specialization:	Global Judaic Civilization; Israel Studies; Emergent Jewish communities and Judaizing movements; Modern Jewish Cultures; Comparative Cultural Studies
Recent Publications:	Books: <i>Between Law and Grace: Messianic Jewish Movements in Sub-Saharan Africa</i> (in progress; expected completion date: 2019); <i>New Children of Israel: Emerging Jewish Communities in an Era of Globalization</i> . Salt Lake City: The University of Utah Press, 2017. xvi + 336 pp. Journal Articles: "African Judaizing Movements and the Question of Polygamy: Perspectives from Cameroon." <i>Journal of the Middle East and Africa</i> 8.1 (2017): 75–96; "Conceptions of Idolatry and Secular Art in Chaim Potok's <i>Asher Lev</i> Novels." <i>Journal of Modern Jewish Studies</i> , 2014; "(Re)presenting Translation: Prosimetrics, Female Agency, and the Arabic and Hebrew Intertexts in <i>L'excisée</i> by Evelyne Accad." <i>Hawwa: Journal of Women in the Middle East and the Islamic World</i> 7.3 (2009): 303-320.
Distinctions:	Faculty Fellow Award from the University of Utah Research Committee (2014); Faculty Research Grant from the University of Utah Research Committee for fieldwork related to the study of neo-Jewish groups in Cameroon (2014);
Dugar, Subhasish	Department of Economics (Associate Professor, tenured)
Education:	Ph.D. University of Arizona (Economics), 2006; M.A. University of Arizona (Economics), 2002; M.A. Jawaharlal Nehru University (Economics), 1998; B.A. (Hons) Calcutta University (Economics), 1996.
Academic Experience:	Associate Professor, University of Utah (2016-present); Associate Professor, University of Calgary (2014-2016); Assistant Professor, University of Calgary (2007-2014).
Overseas Experience:	India
Asian Languages:	Hindi (conversational), Bengali (native).
% of time Asian Studies:	50%
Asian Courses Taught:	None
Specialization:	Experimental and Behavioral Economics in South Asia
Recent Publications:	Dugar, Subhasish & Bhattacharya, Haimanti (2017) "Fishy Behavior: A Field Experiment on (Dis)honesty in the Marketplace." <i>Journal of Behavioral and Experimental Economics</i> , 67: 41-55; Dugar, Subhasish & Bhattacharya, Haimanti (2014) "Partnership Formation: The Role of Social Status." <i>Management Science</i> , Vol. 60, Number 5, 1130-1147.

Eldridge, Kona	Department of World Languages and Cultures (Associate Instructor, untenured)
Education:	B.A. University of Utah, 2011
Academic Experience:	Associate Instructor, Dept. of World Languages and Cultures (2013-present); ESOL Special Instructor, Salt Lake County (2014-present); Korean Language Instructor, Transparent Language (2012-present); Director and Instructor, Utah Korean School (2011-13); ESL Teacher, Catholic Community Services (2012); English Language Instructor, SPWRITING, Seoul (2010); Interpreter & Translator, ACS, Inc. (2009)
Overseas Experience:	South Korea
Languages:	Korean (native)
% of time Asian Studies:	100%
Asian Courses Taught:	Intermediate Korean I & II; Survival Korean Course; Intensive Korean Language.
Specialization:	Korean language, translation
Everaert, Christine	Department of World Languages and Cultures (Assistant Professor, untenured)
Education:	Ph.D. in Oriental Languages and Literature: Indology, Ghent University 2006; M.A., Ghent University 1997 (Indology), B.A. Ghent University, 1995.
Academic Experience:	Assistant Professor, University of Utah, 2011-Present; Teaching Assistant Professor, North Carolina State University, Raleigh, 2010-2011; Visiting Assistant Professor, UC Irvine 2009-2010; Instructor, University of Colorado, Boulder, 2006-2009; Instructor, Ghent University Belgium, 1999-2006
Overseas Experience:	India, Pakistan
Asian Languages:	Hindi (fluent), Urdu (fluent), Sanskrit (Prakrit and Vedic) (advanced reading), Arabic (intermediate), Persian (intermediate)
% of time Asian Studies:	100%
Asian Courses Taught:	Hindi-Urdu Language, South Asian Literature and Culture, Popular Culture of South Asia, India and Globalization in the Business World,
Specialization:	Hindi and Urdu Literature and language pedagogy, Comparative Linguistics, Sufism
Recent Publications:	<i>Essential Hindi Grammar; With Examples from Modern Hindi Literature</i> , University of Hawai'i Press, 2017; <i>Tracing the boundaries between Hindi and Urdu; Lost and Added in Translation between 20th Century short stories</i> (Brill, 2010); "The precarious future of Sufism in South Asia" in "Open Pages in South Asian Studies" (Russia State University/SASA Books, 2014; "Looking for the hidden colours of Sufism in the shadow of a song" in <i>Exemplar: The Journal of South Asian Studies</i> and Sage Publishers, pp. 29-46, Spring 2013.
Distinctions:	Honorable mention by the Sahitya Academi (India's National Academy of Letters) in India during their yearly conference in February 2012 for my book published with Brill, 2010 (Reference Harish Trivedi)

Fan, Jessie X.	Department of Family and Consumer Studies (Professor, tenured)
Education:	Ph.D., Ohio State University (Consumer Economics), 1993; M.S. Fudan University, China (International Economics), 1989; B.S. Tongji University, China (Engineering) 1986.
Academic Experience:	Professor, University of Utah, 2007-present, Assoc. Dean for Research, College of Social and Behavioral Sciences, 2011-13; Assist-Assoc Professor, University of Utah (1993-2007); NIH Review Panel, 2008
Overseas Experience:	China
Asian Languages:	Chinese (native).
% of time Asian Studies:	25%
Asian Courses Taught:	Family Economics, Consumer and Family Finance, Families and Economic Policy
Specialization:	Consumer and Family Economics in the US and China.
Recent Publications:	Wan, N., Wen, M., Fan, J.X., Tavake-Pasi, F., McCormick, S., Elliott, K., & Nicolosi, E. (2017). Physical activity barriers and facilitators among U.S. Pacific Islanders and the feasibility of using mobile technologies for intervention: A focus group study with Tongan Americans. <i>Journal of Physical Activity and Health</i> , 15(4): 287-294; Fan, J.X. & Zan, H. (2017). The “model minority” myth: Asian American middle class before, during, and after the Great Recession. <i>Singapore Economic Review</i> , 1-17; Fan, J.X., Wen, M., Jin, L., & Wang, G. (2013). Disparities in healthcare utilization in China: Do gender and migration status matter? <i>Journal of Family and Economic Issues</i> , 34(1): 52-63. doi: 10.1007/s10834-012-9296-1; Jin, L., Wen, M., Fan, J.X., & Wang, G. (2012). Trans-local ties, local ties and psychological well-being among rural-to-urban migrants in Shanghai. <i>Social Science & Medicine</i> , 75(2): 288-296; Wen, M., Fan, J.X., Jin, L., & Wang, G. (2010). Neighborhood effects on self-rated health, chronic conditions, and mental well-being among migrants and native residents in Shanghai, China. <i>Health & Place</i> , 16: 452-460.
Distinctions:	Research grants from National Cancer Institute, NIH, National Institute on Aging; Teaching Award, Kappa Omicron Nu, 2008; Midcareer Award, American Council on Consumer Interests (2003); Dissertation Award, American Council on Consumer Interests (1994)
Fladmoe-Lindquist, Karin	Department of Management (Associate Professor, tenured)
Education:	Ph.D., University of Minnesota, 1991; M.S. Planning, University of Minnesota, 1985; B.S., Michigan State University, 1977.
Academic Experience:	Associate Professor, University of Utah (1997-2016); Strategic Management Society, Representative-at-Large, Competitive Strategy Interest Group.
% of time Asian Studies:	50%
Asian Courses Taught:	International Management.
Specialization:	International Management and Business in Asia.
Recent Publications:	“Breakthrough Innovations in the U.S. Biotechnology Industry: The effects of technological space and geographic origins, with Anu Phene and Laurence Marsh,” <i>Strategic Management Journal</i> , 27.4, 2006; “Internationalization, Globalization, and Capability-Based Strategy, with Steve Tallman,” <i>California Management Review</i> , 45.1, 2002; “Autonomy and dependence of international cooperative ventures: An exploration of the strategic performance of U.S. Ventures in Mexico, with James Robins and Steve Tallman,” <i>Strategic Management Journal</i> , 23.10, 2002; “Professional service constellations: How strategies and capabilities influence collaborative stability and change, with Candace Jones, William Hesterly, Steve Borgatti,” <i>Organization Science</i> , 9.3, 1998.
Distinctions:	2007, Phi Kappa Phi, University of Utah Academic Excellence; 2000, Doctoral Faculty Teaching Excellence Award, David Eccles School of Business; 1998, Masters Teaching Excellence award, David Eccles School of Business.

Flores, Tanya	Department of World Languages and Cultures (Assistant Professor, untenured)
Education:	Ph.D. in Hispanic Linguistics from Indiana University, 2014; M.A. in Hispanic Linguistics from Indiana University, 2009.
Academic Experience:	Assistant Professor, University of Utah (2014-Present); Special Lecturer of Spanish/Spanish Language Instructor (2004-2007)
Asian Languages:	Japanese
% of time Asian Studies:	25%
Specialization:	Japanese-Spanish bilinguals
Recent Publications:	2016 Declarative intonation in the Spanish of Japanese-Spanish bilinguals. <i>Proceedings of Meetings on Acoustics</i> 29; 2010 Sibilants in Chinese Immigrant Spanish. <i>Indiana University Linguistics Club Working Papers: New Perspectives on Language Contact and Contact-Induced Change</i> , 10(3); (under review) with Williams, A. Japoñol: Spanish-Japanese Code-Switching; (under review) Declarative intonation of Japanese-Spanish bilinguals in spontaneous speech.
Distinctions:	University Research Committee Faculty Fellow Award, University Community-Based Research Program Grant, Career & Professional Development Faculty Recognition Award, University Research Committee Faculty Research & Creative Grant; Faculty Mentor for Francis Family Scholar undergraduate research; Asia Center Travel Award.
Fong, Edmund	Department of Political Science/Ethnic Studies (Associate Professor, tenured)
Education:	Ph.D. New School for Social Research, 2008; M.A. New School for Social Research, 1997; B.A., UCLA, 1994.
Academic Experience:	Associate Professor, University of Utah, 2015-Present; Assistant Professor, University of Utah, 2008-present; Adjunct Instructor, Department of Political Science, Hunter College, New York City, 2002-2003.
Overseas Experience:	China.
Asian Languages:	Cantonese (fluent).
% of time Asian Studies:	30%
Asian Courses Taught:	Racial and Ethnic Politics, Social Policy and Race, Introduction to Ethnic Studies, Asian American Politics, Asian American Experiences, Asian American Contemporary Issues, American Racism.
Specialization:	Racial Politics and Asian Americans in the US, Critical Race Theory.
Recent Publications:	Book: <i>American Exceptionalism and the Remains of Race: Multicultural Exorcisms</i> (Routledge Series on Identity Politics, July 2014); "Formative Mappings, Political Trappings: Histories of Race and Ethnicity in the United States," <i>Oxford Handbook of Racial and Ethnic Politics in the United States</i> (Oxford, forthcoming); "Beyond the Racial Exceptionalism of the Japanese Internment," in <i>Politics, Groups, and Identities</i> 1(2) (2013): 239-44; "Reconstructing the 'Problem' of Race." <i>Political Research Quarterly</i> 61(4): 660-670.
Distinctions:	Finalist, College of Social and Behavioral Sciences Junior Teaching Award (2012); The Hannah Arendt Award for Politics, 2009

Frost, Caren	College of Social Work (Research Professor, untenured)
Education:	Ph.D. (Medical and Cultural Anthropology) University of Utah, 1995; M.P.H. (Public Health), Columbia University, 1988; B.A. (European and Japanese History) University of Utah, 1982.
Academic Experience:	Research professor, University of Utah, 2001-present; Vice-Chair of the University of Utah's Institutional Review Board; IV-E grant coordinator for the College of Social Work, and Title IV-E liaison with the Division of Child and Family Services (DCFS)
Overseas Experience:	Japan, Mongolia, India, South Korea, Vietnam, Morocco, Ghana, Botswana, Finland.
Asian Languages:	Moroccan Arabic (conversational), French (fair).
% of time Asian Studies:	25%
Asian Courses Taught:	Issues in Women's Health; Global Issues in Women's Health; Voices of Muslim Women.
Specialization:	Women's Health, Women in Islam, Research Methods
Recent Publications:	Kamimura, A., Pye, M., Sin, K., Nourian, M., Assanik, N., Stoddard, M., & Frost, C.J. (2018). Health and well-being of women migrating from Muslim-dominated countries to the United States. <i>Journal of Health Care for the Poor and Underserved</i> 29(1), 337-348; Karandikar, S., Frost, C.J., & Gezinski, L.B. (2014). Patriarchy and gender-based violence: Experiences of female sex workers in India. <i>International Journal of Social Work</i> 1(1), 1-14. Available at http://dx.doi.org/10.5296/ijsw.v1i1.5011 ; Wilby, F., Frost, C.J., Sorensen, S., Gerritsen-McKane, R., Hayashi, R., Nakatani, Y., & Oyama, S. (2013). Japanese elders' perceptions of access, quality, and affordability of community-based long-term care supports: A qualitative study. <i>Journal of Contemporary Japanese Studies</i> 13(2); Karandikar, S., & Frost, C.J. (2012). Exploring patriarchy in sex workers' intimate relationships: A case study from Mumbai, India. <i>Indian Journal of Social Work</i> 73(4), 441-462.
Grad Advising:	Completed: 2 Ph.D. In Progress: 1 Ph.D.
Distinctions:	Fulbright Specialist/Finland 2017; Citation in Encyclopedia of Women & Islamic Cultures Scholars Database 2017; Alpha Theta Chapter of Delta Omega Honorary Society in Public Health 2017
Fukushima, Annie	College of Social Work (Assistant Professor)
Education:	Ph.D., Ethnic Studies and Designated Emphasis in Gender, Women & Sexuality, University of California, Berkeley, 2012; M.A., Ethnic Studies and Designated Emphasis in Gender, Women & Sexuality, University of California, Berkeley, 2007; B.A., High Honors in American Studies and Literature in English, University of Hawaii, Manoa, 2004.
Academic Experience:	Assistant Professor, Ethnic Studies Division in the School for Cultural & Social Transformation, University of Utah (2015-Present); Assistant Professor, College of Social Work, University of Utah (2015-Present); Andrew W. Mellon Postdoctoral Fellowship, Rutgers University (2013-15); Adjunct / Lecturer, Peace & Conflict Studies, University of California, Berkeley (2013-15).
% of time Asian Studies:	25%
Asian Courses Taught:	Introduction to Ethnic Studies
Specialization:	Migration, violence, militarisms, sexual slavery and human trafficking.
Recent Publications:	Fukushima A.I. (2017). "Human Trafficking." <i>Macmillan Interdisciplinary Handbooks, Gender: War</i> . Farmington Hills, MI: Macmillan Reference, USA; Fukushima, A.I. (2016). An American Haunting: Unsettling Witnessing in Transnational Migration, the Ghost Case, & Human Trafficking (W.S. Hesford and R. Lewis, Eds). <i>Feminist Formations, Special issue, Mobilizing Vulnerability: New Directions in Transnational Feminist Studies & Human Rights</i> 28(1): 146 – 165; Fukushima, A.I. (2015). Fellowship and Sponsorship. <i>Democratizing Knowledge (DK) "Just Academic Spaces"</i> Summer Institute. Rutgers University, 2017; National Center for Institutional Diversity (NCID) Exemplary Diversity Scholar, 2015-16; Andrew W. Mellon Postdoctoral Fellowship, Rutgers University, 2013 – 2015.
Distinctions:	

Gardner, Jerry A.	Department of Theater (Associate Professor, tenured)
Education:	Ph.D., Buddhist Studies, Ngagyur Samten Chokhorling Institute, Manali, India, 1997
Academic Experience:	Visiting Professor at University of Artios, Arras France: Teaching Noh Theatre, Butoh Dance and Corporal Mime of Etienne Decroux. Movement director for the Actor Training Program.
Overseas Experience:	Nepal, Japan, France.
% of time Asian Studies:	100%
Asian Courses Taught:	Zen and the Art of Eastern Theatre.
Specialization:	Buddhism in Tibet, East Asia, meditation, Butoh, Noh, Kyogen and Kabuki technique for the actor.
Recent Publications:	"Levels of fatigue and distress in senior prostate cancer survivors enrolled in a 12-week randomized controlled trial of Qigong," <i>Journal of Cancer Survivorship</i> , 2014. (Multiple authors including Jerry Gardner.)
Distinctions:	Lama Thupten Dorje Gyaltsen, ordained 1997, founded head Urgyen Samten Ling Gonpa (Tibetan Temple) in 1994, Salt Lake City; University Professor Award and Grant for co-developing "Zen, Eastern Theatre" course, 2002; Salt Lake City Mayor's Artist Award, 2006, Director, Red Lotus School of Movement, Salt Lake City
Garn, Rimma	Department of World Languages and Cultures (Assistant Professor/Lecturer, untenured)
Education:	Ph.D., University of North Carolina at Chapel Hill (Slavic Languages & Literatures), 2004; M.A. University of Iowa (Russian Literature) 1995; B.A., University of Utah (Russian), 1992.
Academic Experience:	Associate Professor/Lecturer, University of Utah, 2009-Present; Lecturer in Russian, University of California, Davis, 2008-09; Visiting Assistant Professor of Russian, University of Missouri-Columbia, 2006-08; Assistant Professor of Russian, Defense Language Institute, Monterey, CA, 2001-06.
Overseas Experience:	Russia
Asian Languages:	Russian (native)
% of time Asian Studies:	75%
Asian Courses Taught:	Beginning Russian, Intermediate Russian, Russian Literature, Topics in Russian Culture, Russian Cinema, Russia Under the Czars, 19 th Century Russian Literature
Specialization:	Russian Language, Literature and Culture.
Recent Publications:	"Through the Lenses of Black Humor: a Polish Adam in the Post-Wall World" (for a collection <i>East, West and Center: Reframing Post-1989 European Cinema</i> , to be published by Edinburgh University Press, in the <i>Traditions in World Cinema</i> series.). In Press, 2014; "A Forgotten Tune for a Flute / Zabytaia melodiia dlia fleity (1987)," <i>World Film Locations: Moscow, Intellect Books</i> , 80-81. Published, 01/01/2014. "The Battle of the Books' in Catherine the Great's Russia: From a Jousting Tournament to a Tavern Brawl." <i>Eighteenth-Century Thing Theory in a Global Context, From Consumerism to Celebrity Culture</i> , Ashgate: Dorchester, 2013. 149-168. Print. Published, 01/01/2013.
Distinctions:	"Five Years of Service in the USA Government" Certificate, Defense Language Institute (2006); Commandant's Coin for Excellence, Defense Languages Institute

George, Erika	College of Law (Professor, tenured)
Education:	J.D., Harvard University, 1996; M.A., University of Chicago, 1993; B.A., University of Chicago, 1992.
Academic Experience:	Samuel D. Thurman Professor of Law, 2017-present; Visiting Professor of Law Course: International Trade, Cape Town, South Africa, 2017; Professor, University of Utah, 2008-2016, Assoc. Professor, 2003-2008; Co-Director, Center for Global Justice (2012-2015); Law Clerk for the United States District Court for the Northern District of Illinois (1998-1999).
Overseas Experience:	India, China.
% of time Asian Studies:	25%
Asian Courses Taught:	International Human Rights; Human Rights and Multinationals
Specialization:	<i>Globalization, Gender Violence and Gender Equality in Asia.</i>
Recent Publications:	<i>Incorporating Rights: Corporate Social Responsibility, Conscious Communities and Transnational Order.</i> Oxford University Press, 2018; <i>Bringing Human Rights into Bilateral Investment Treaties: South Africa's Alternative Approach to International Investment Disputes</i> , forthcoming Transnational Law and Contemporary Problems, 2018; <i>The Story of Environmental Justice and Race in the United States: International Human Rights and Equal Environmental Protection</i> , IN HUMAN RIGHTS AND LEGAL JUDGEMENTS: THE AMERICAN STORY (forthcoming Cambridge University Press, Austin Sarat (ed.) 2017); <i>Access to Remedy: Treaty Talks and the Terms of a New Accountability Accord</i> in BUILDING A TREATY ON BUSINESS AND HUMAN RIGHTS: CONTEXT AND CONTOURS (forthcoming Cambridge University Press, Surya Deva & David Bilchitz (Eds). 2017).
Distinctions:	Salt Lake City Human Rights Commission Human Rights Award (2014); University of Utah Presidential Commission on the Status of Women Award (2014); Inclusion Center for Community & Justice Award (2013); Next Generation Project Fellow, US Global Policy, The American Assembly, Columbia University, 2008.
Gezinski, Lindsay	College of Social Work (Assistant Professor, untenured)
Education	Ph.D., The Ohio State University, 2011; M.A. The Ohio State University (Public Policy and Management), 2007; MSW, The Ohio State Univ., 2006; B.A. The Ohio State University, 2004.
Academic Experience	Assistant Professor, College of Social Work (2011-present); Affiliated Faculty, Asia Center, University of Utah (2014-present); Affiliated Faculty, Center for Research on Migration & Refugee Integration, University of Utah (2017-present); Project Coordinator, College of Social Work, The Ohio State University (2010-11);
Overseas Experience:	India
% of time AS	25%
Asian Courses Taught:	Social Justice/Macro; Independent Study.
Specialization:	Gender, poverty, policy, and underground economies in a globalized world.
Recent Publications:	“Commissioning parents’ experiences with international surrogacy: A qualitative study. <i>Health & Social Work</i> . (2017); “Compassion fatigue and resiliency factors in animal shelter workers” <i>Society & Animals</i> (2017); ““We want to offer you peace of Mind”: Marketing of transnational commercial surrogacy services to intended parents. <i>Health Marketing Quarterly</i> , 34 (4), 302-314. (2017); “Exploring Indian surrogates’ perceptions on the ban on international surrogacy. <i>Affilia: Journal of Women and Social Work</i> (2017); “Public health research priorities to address US human trafficking. <i>American Journal of Public Health</i> , 107(7) (2017); “Exploring motivations, awareness of side effects, and attitudes among potential egg donors at time of orientation. <i>Health & Social Work</i> , 41(2), 75-83 (2016).
Distinctions:	Mary Shields McPhee Memorial Award for Faculty Excellence in Teaching (2016); Committed Faculty Mentor Award, Community Engaged Scholars Program, Bennion Center, University of Utah (2014); Edward J. Ray Travel Award for Scholarship and Service recipient (2011).

Guiora, Amos N.	College of Law (Professor, tenured)
Education:	Ph.D. Leiden University Faculty of Law, 2013; J.D. Case Western Reserve, 1985; A.B., Kenyon College, 1979.
Academic Experience:	Professor, University of Utah (2007-present); Professor of Law, Director, Institute for Global Security Law and Policy, Case Western Reserve, Co-Director, Center for Global Justice, College of Law, University of Utah; Research Associate, Oxford Institute for Ethics, Law and Armed Conflict (2012-present); Member, The Netherlands School of Human Rights Research (2009-present)
Overseas Experience:	Israel.
Asian Languages:	Hebrew (native).
% of time Asian Studies:	25%
Asian Courses Taught:	International Law, Religion, Terrorism, Comparative Counterterrorism, Criminal Procedure, Middle East Law, and Global Perspectives.
Specialization:	International Law, Global Perspectives on Counter-terrorism, and Religion and Terrorism in the Middle East.
Recent Publications:	Numerous books and other publications including: <i>The Rise of the Political Right: The New Norm or a Danger?</i> American Bar Association, forthcoming 2019; <i>Miranda v Arizona</i> (Deep Dive Series), Twelve Tables Press, forthcoming, 2018; <i>Miranda</i> , Individual Rights and Terrorism, (Twelve Tables Press), 2018; <i>Complicity: The Bystander in the Holocaust</i> (Ankerwycke Books), 2017; <i>Cybersurity: Geo-Politics, Law and Policy</i> , (Routledge), 2017; <i>Inciting Terrorism on the Internet: The Limits of Tolerating Intolerance</i> , In <i>Incitement to Terrorism</i> (forthcoming 2018);
Distinctions:	Member, Society of Benchers at Case Western Reserve University School of Law, 2015; Fellowship, The Earhart Foundation (2012); S.J. Quinney College of Law, University of Utah, Faculty Scholarship Award, 2010-2011; Stuart Family Foundation Grant, 2011; Fulbright Fellowship, 2008; Judge Advocate General's Corps, Israeli Defense Forces Lt. Col. (Ret.)
Hacking, Jane	Department of World Languages and Cultures (Associate Professor, tenured)
Education:	Ph.D., University of Toronto, 1993; M.A., University of Toronto, 1988; B.A., University of Toronto, 1987.
Academic Experience:	2012-present Co-Director, Second Language Teaching and Research Center, UU (2012-Present); Co-Chair, Department of World Languages and Cultures, UU (2007-2012); Associate Professor of Russian, UU (2003-Present); Adjunct Associate Professor of Linguistics, UU (2006-Present); Assistant Professor of Russian, UU (1999-2003); Assistant Professor of Slavic Languages and Literatures, University of Kansas (1994-1999).
Overseas Experience:	Russia, Macedonia.
Asian Languages:	Russian (fluent), Macedonian (conversational), French (conversational).
% of time Asian Studies:	100%
Asian Courses Taught:	Russia in Asia.
Specialization:	Slavic Linguistics, Second Language Acquisition.
Recent Publications:	2017, Hacking, Jane & Tschirner, Erwin. Reading proficiency, vocabulary development and curricular design: The case of college Russian. <i>Foreign Language Annals</i> 50(3), 1-19; 2017, Hacking, Jane F., Smith, Bruce L., & Johnson, Eric M. Utilizing electropalatography to train palatalized versus unpalatalized consonant productions by native speakers of American English learning Russian. <i>Journal of Second Language Pronunciation</i> 3(1), 9-33; 2016, Hacking, Jane & Rubio, Fernando. A proficiency based articulation project between post-secondary institutions. In Urlaub, P. & Watzinger-Tharp, J. (eds.), <i>The Interconnected Language Curriculum: Critical Transitions and Interfaces in Articulated K-16 Contexts</i> . Boston: Cenage/Heinle, 118-33; 2016
Distinctions:	2017 Outstanding Contribution to the Profession, American Association for the Teaching of Slavic & East European Languages (AATSEEL).

Han, Eunice	Department of Economics (Assistant Professor, untenured)
Education:	Ph.D., Economics, Harvard University, 2013; M.A., Economics, Harvard University, 2010; B.A., Economics and Mathematics, University of California at Los Angeles, 2006.
Academic Experience:	Assistant Professor, Department of Economics, University of Utah (2016-Present); Visiting Professor, Department of Economics, Wellesley College (2014-2016); Postdoctoral Research Fellow, Cambridge (2013-2014)
Overseas Experience:	Republic of Korea
Asian Languages:	Korean
% of time Asian Studies:	25%
Asian Courses Taught:	Microeconomics, Macroeconomics
Specialization:	Labor Economics, Applied Microeconomics, Labor Relations, Economics of Education, Education Policy
Recent Publications:	“How Does Declining Unionism Affect the American Middle Class and Intergenerational Mobility?” <i>Economic Mobility: Research & Ideas on Strengthening Families, Communities & The Economy, Federal Reserve System’s Community Development Research Conference Publication</i> , (2016); Review of Equality on trial: gender and rights in the modern American workplace by Katherine Turk. <i>Labor History</i> (2016); “The War Against Public Sector Collective Bargaining in the U.S.” <i>The Journal of Industrial Relations</i> , (2012)
Distinctions:	Research, Travel Grant, Center for American Progress (2015); Dissertation Completion Fellowship, Harvard University (2012-2013); Graduate Research Travel Grant, Harvard University (2012) and multiple research fellowships from Harvard.
Hashibe, Mia	School of Medicine (Associate Professor, tenured)
Education:	Postdoc, International Agency for Research on Cancer, Lyon, France, 06/2004; Ph.D., UCLA School of Public Health, 06/2002; M.P.H., UCLA School of Public Health, 06/1999; B.S., UCLA, 06/1997.
Academic Experience:	Co-Leader, Upper Aerodigestive Tract Cancers Disease Oriented Team, Huntsman Cancer Institute, 2015-Present; Investigator, Huntsman Cancer Institute, Salt Lake City, UT, 2009-Present; Associate Professor (Tenured), Division of Public Health, Department of Family and Preventive Medicine, University of Utah, School of Medicine, Salt Lake City, UT, 2015-Present; Adjunct Professor, Department of Epidemiology, UCLA Fielding School of Public Health, 2009-Present; Assistant Professor, Division of Public Health, Department of Family and Preventive Medicine, University of Utah, School of Medicine, 2009-15; Scientist, Environment Section, International Agency for Research on Cancer, Lyon, France, 2004-09.
Overseas Experience:	India, Nepal, China, East Asia.
Asian Languages:	Japanese (conversational).
% of time Asian Studies:	25%
Asian Courses Taught:	NA
Specialization:	Global and molecular epidemiology, cancer epidemiology.
Recent Publications:	Hashibe M, Sturgis EM, Ferlay J, Winn DM. “Chapter 29: Oral cavity, Oropharynx, Lip and Salivary Gland,” in <i>Cancer Epidemiology and Prevention</i> , Fourth Edition (Editors: Schottenfeld D and Fraumeni JF). Oxford University Press, 2017; Lanikova L, Reading NC, Hu H, Tashi T, Burjanivova T, Shestakova A, Siwakoti B, Thakur BK, Pun CB, Sapkota A, Abdelaziz S, Feng BJ, Huff CD, Hashibe M, Prchal JT. Evolutionary selected Tibetan variants of HIF pathway and risk of lung cancer. <i>Oncotarget</i> 2016 Dec 28; Li S, Lee YCA, Li Q, Chen CJ, Hsu WL, Lou PJ, Zhu C, Pan J, Shen H, Ma H, Cai L, He B, Wang Y, Zhou X, Ji Q, Zhou B, Wu W, Ma J, Boffetta P, Zhang ZF, Dai M, Hashibe M. Oral lesions, chronic diseases and the risk of head and neck cancer. <i>Oral Oncol.</i> 2015 Dec;51(12):1082-7.
Distinctions:	Academic Senate Member, University of Utah, 2016-19; Executive Committee Member, Academic Senate, University of Utah, 2017-18; Editorial Board Member, <i>Oral Oncology Journal</i> , 2008-09; Associate Editor, <i>BioMed Central Cancer</i> , 2009-11.

Hoffman, Tobias	Department of Political Science (Assistant Professor, untenured)
Education:	Ph.D. Free University of Berlin (Political Science), 2012; M.A. University of Konstanz (Public Policy and Management), 2002; B.A. University of Konstanz (Politics and Public Administration), 2000
Academic Experience:	Assistant Professor, University of Utah, 2013-Present; Visiting Fellow, National University of Singapore, 2011-2012; Lecturer, College of William & Mary, 2007-2011; Research Associate, Princeton University, 2006-2007; Research Associate, Harvard University, 2006; Research Associate, Free University of Berlin, 2005-2006; Research Associate, Heidelberg University, 2003-2005; Research Associate, Humboldt University of Berlin, 2002-2003.
Overseas Experience:	Belgium, Germany, Japan, Philippines, Singapore, Spain, United Kingdom
Asian Languages:	French, German
% of time Asian Studies:	25%
Asian Courses Taught:	Approaches to Applied Data Analysis, Global Internship, Research Design and Methods, Topics in Research Methods.
Specialization:	International and comparative political economy, international institutions and regional integration, compliance and dispute resolution, applied research methods.
Recent Publications:	“Designing Credible Commitment: The Political Economy of Dispute Settlement Design in PTAs.” In: Jean-Baptiste Velut, Louise Dalingwater, Vanessa Boulet, and Valérie Peyronel (eds.). Understanding Mega Free Trade Agreements: The Political and Economic Governance of New Cross-Regionalism. New York, NY: Routledge (with SooYeon Kim, 2017) (citations: 3); “Does Trade Comply? The Economic Effect(iveness) of the WTO Dispute Settlement Process.” In: Manfred Elsig, Bernard Hoekman, and Joost Pauwelyn (eds.).
Grad Advising 2015-18:	Completed: 4 M.A., 3 Ph.D.; In progress: 2 Ph.D.
Distinctions:	Vice-chair, Research Committee on Concepts and Methods of the International Political Science Association, 2016-2019; Fellowship, National University of Singapore, 2016; Fellowship, Free University of Berlin, 2015; Research Ambassador, German Academic Exchange Service, 2014-present.
Hunter, Rosemarie	College of Social Work (Associate Professor, tenured)
Education:	Critical Participatory Action Research (CPAR), Certificate, CUNY Graduate Center, NYC, NY. 2014; Global Mental Health Trauma and Recovery Certificate, Harvard Medical School, 2012; Ph.D. Social Work, University of Utah, 2004; MSW, Brigham Young University, 1986, B.A. Alvernia College.
Academic Experience:	Special Assistant to the President for Campus Community Partnerships and Director, Assistant Professor, University of Utah, 2006-present; Faculty Director, University Neighborhood Partners (UNP), University of Utah, 2004-2006.
Overseas Experience:	Thailand, Myanmar/Burma
% of time Asian Studies:	25%
Asian Courses Taught:	Field Study Abroad: Thailand, Burma
Specialization:	Issues of Forced Migration (Thai/Burma border, Urban Refugees in Thailand); Communities of Refugee and Immigrant backgrounds; Social Service Workforce Development; Community Participatory Models of Research
Recent Publications:	Tecle, A. S., Ha, An Thi & Hunter, R. (2016). Creating a Continuing Education Pathway for Newly Arrived Immigrants and Refugee Communities. Journal of Teaching in Social Work, DOI: 10.1080/08841233.2016.1211463; Basinger, N., & Hunter, R. (2014).
Grad Advising 2014-18:	Completed: 18 PhD; In progress: 6
Distinctions:	2018 Excellence in Global Engagement Faculty Award, Office of Global Engagement, University of Utah; 2018 Global Ambassador Appointment, Global Social Service Workforce Alliance; 2018 Community Engaged Teaching and Scholarship Award, University Teaching Committee, University of Utah; 2015 YWCA Outstanding Achievement Award in Community Service; 2012 Faculty Fellows Award, Lowell Bennion Community Service Center. University of Utah; 2010 Public Service Professorship Award, Lowell Bennion Community Service Center, University of Utah.

Hutton, Eric	Department of Philosophy (Associate Professor, tenured)
Education:	Ph.D. (Philosophy) Stanford University, 2001; M.A. (East Asian Languages and Civilizations) Harvard University, 1996; B.A. (Classics and Asian Languages), Stanford University, 1994.
Academic Experience:	2009–present: Associate Professor, Department of Philosophy, University of Utah, Salt Lake City; 2015 (Summer Term): Visiting Associate Professor, Department of Philosophy, Simon Fraser University, Vancouver, Canada; 2008–2012: Assistant Dean, Honors College, University of Utah, Salt Lake City; 2001–2009: Assistant Professor, Department of Philosophy, University of Utah, Salt Lake City; 2003 (Fall Term): Visiting Assistant Professor, Department of Philosophy and Department of Asian Languages and Cultures, University of Michigan, Ann Arbor; 2001–2002: Postdoctoral Fellow, Center for Chinese Studies, UC Berkeley
Overseas Experience:	China.
Asian Languages:	Chinese (Mandarin, Cantonese, Classical—advanced), Japanese (advanced)
% of time Asian Studies:	67%
Asian Courses Taught:	Classical Chinese Philosophy, Topics in Classical Chinese Philosophy
Specialization:	Pre-Qin Philosophy
Recent Publications:	“柏拉图论‘仁’” (“On Confucian Benevolence in the Philosophy of Plato”), tr. 刘旻娇 Liu Minjiao, in 伦理学术 (<i>Academia Ethica</i>) (forthcoming 2018); “Extended Knowledge and Confucian Tradition” in <i>Extended Epistemology</i> , ed. J. Adam Carter, Andy Clark, Jesper Kallestrup, S. Orestis Palermos, and Duncan Pritchard. New York: Oxford University Press (forthcoming 2018); <i>Dao Companion to the Philosophy of Xunzi</i> . Dordrecht: Springer, 2016. Including 3 essays and 1 translation in that volume: “Ethics in the <i>Xunzi</i> ,” “Xunzi on Moral Psychology,” “Xunzi on Music” (co-authored with James Harold) and “The <i>Xunzi</i> in Edo Japan” (translation of 《荀子》在江戸日本, by Lan Hung-Yueh 藍弘岳); <i>Xunzi: The Complete Text</i> . Princeton: Princeton University Press, 2014.
Distinctions:	ACLS/Chiang Ching-guo Foundation Grant for Comparative Perspectives on Chinese Culture and Society (2011); University Research Committee, Faculty Fellow Award (2010); Utah Tanner Humanities Center Virgil C. Aldrich Research Fellowship (2009-2010).
Grad Advising 2015-18:	Ph.D. (1 in progress, 1 graduated)
Huynh, Thanh	Department of World Languages and Cultures (Instructor, untenured)
Education:	M.A., University of Utah (Economics), 2008; B.S., University of Utah (Organizational Communication), 2000; A.A., University of Education, Vietnam (Teaching Methodology and Linguistics), 1997.
Academic Experience:	Instructor, University of Utah (2013-present); Foreign Language Instructor, Center for Language Study, Brigham Young University; Assistant Director, International Exchange Institutes, HCMC, Vietnam.
Overseas Experience:	Vietnam
Asian Languages:	Vietnamese (native)
Pedagogy Training:	BYU's Center for Language Studies mandatory pedagogy training held each semester (see Section 4.C.b)
% of time Asian Stud.:	100%
Asian Courses Taught:	First, Second and Third Year Vietnamese
Specialization:	Vietnamese language and culture

Jeong, Ansuk	Department of Psychology (Assistant Professor/Lecturer, untenured)
Education:	Ph.D., University of Illinois at Chicago (Community Psychology) M.A., Yonsei University (Clinical Psychology) B.A., Yonsei University (Korean Linguistics) B.A., Yonsei University (Psychology)
Academic Experience:	Instructor, University of Utah Asia Campus (2016-present)
Overseas Experience:	Korea
Asian Languages:	Korean
% of time Asian Studies:	50%
Asian Courses Taught:	Study Abroad in Korea.
Specialization:	Social Psychology, Health Psychology
Recent Publications:	Jeong A, An JY, Park JH & Park K (2017). What cancer means to the patients and their primary caregivers in the family-accounted Korean context: A dyadic interpretation. <i>Psycho-oncology</i> . Vol. 26, 1777-1783. Published, 12/01/2017; Lee SJ, Park SH, Jeong A, Chae H & Oh K (2017). Temperamental predictors of developmental trajectories of inattention and hyperactivity-impulsivity problems in schoolchildren. <i>Integrative medicine research</i> . Vol. 6, 33-40. Published, 08/01/2017; Jeong A, Shin DW, Kim SY, Yang HK, Shin JY, Park K, An JY & Park JH (2016). The effects on caregivers of cancer patients' needs and family hardiness. <i>Psycho-oncology</i> . Vol. 25, 84-90. Published, 01/01/2016; Jeong A, Shin DW, Kim SY, Yang HK & Park JH (2016). Avoidance of cancer communication, perceived social support, and anxiety and depression among patients with cancer. <i>Psycho-oncology</i> . Vol. 25, 1301-1307.
Distinctions:	Needs Assessment of People with Rare Diseases and Suggestions for Policy Improvement. PI: Jong Hyock Park. Korean Center for Disease Control, 02/15/2016 - 08/14/2017; Needs Assessment of Victim Families of Sewol Ferry Disaster. PI: Sunmi Cho. Special Commission on Sewol Ferry Disaster, 02/01/2016 - 08/31/2017.
Kamimura, Akiko	Department of Sociology (Assistant Professor, untenured)
Education:	Ph.D. University of Michigan, 2010; Master of Social Work, University of Michigan, 1999; M.A. University of Chicago, 1997 (Humanities); B.A. Seijo University, Japan, 1988
Academic Experience:	Assistant Professor, University of Utah (2011-present); Adjunct Assistant Professor, Dept. of Public Health (2012-present); Public Service Professor, Lowell Bennion Community Service Center (2011-present); Faculty Affiliate/Fellow (2011-present)
Overseas Experience:	Japan, India
Languages:	Japanese (native).
% of time Asian Studies:	25%
Asian Courses Taught:	Global Health; Japanese Society
Specialization:	Social determinants of health, health disparities, minority and immigrant health, women's health, health education and promotion, community-based research, survey research methods, health management and policy, global health.
Recent Publications:	Juarez, N., Puerto, E., Hagarty, D., Stoddard, M., Weaver, S., Panahi, S., Ashby, J., & Kamimura, A. (2018). Perspectives of health care services among free clinic patients in the USA: A qualitative study. <i>Diversity and Equality in Health and Care</i> ; Kamimura, A., Chen, J., Nourian, M. M., Stoddard, M., & Al-Sarray, A. (2018). Stress, depression, and job satisfaction among physicians in Iraq. <i>Diversity and Equality in Health and Care</i> , 15(2), 71-76; Armenta, B. A., Rathi, N., Assasnik, N., & Kamimura, A. (2018). Structural quality of healthcare facilities in India. <i>International Journal of Health Care Quality Assurance</i> . (2016).
Grad Advising 2014-18:	10
Distinctions:	Faculty adviser, CSBS College Student Councils, Summer 2018-present; Research and Funding Incentive Award, Department of Sociology, University of Utah, 2016; Sorenson Legacy Foundation Grant Program, 2016-present (\$25,000); Public Service Professorship, Lowell Bennion Community Service Center, University of Utah, 2014-2015; Rackham Block Grant, University of Michigan, 2004; Michigan Teaching Fellow, Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty, University of Michigan, May 2004

Kerr, Chenghua Hu	Department of World Languages and Cultures (Lecturer, untenured)
Education:	M.A. University of Hawaii in Teaching Chinese as a Second Language (1988); B.A. Fu-Ren Catholic University in Taiwan in History (1978).
Academic Experience:	Chinese Lecturer, University of Utah (1996-present); Adjunct Instructor, Weber State University (2009-11, 1995-6); Instructor, Defense Language Institute (1994); Program Director, U.S. Army Chinese Language Program (1989).
Overseas Experience:	Taiwan
Asian Languages:	Chinese (native)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b).
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Chinese, Intermediate Chinese, Advanced Chinese, Business Chinese, Chinese Calligraphy.
Specialization:	Chinese language teaching.
Kim, Hyesun	Department of World Languages and Cultures (Graduate Teaching Assistant and Associate Instructor untenured)
Education:	Ph.D. candidate, University of Utah (2010-present); M.Ed. U of Utah, 2010; Certification in TESOL, Department of Linguistics, University of Utah (2007); M.Ed. Hankuk University of Foreign Studies, 2006; B.A. Hankuk Univ. of Foreign Studies, 2002; University of Jordan, Arabic language coursework (2001).
Academic Experience:	Associate Instructor for Military Intensive Korean Language Course, University of Utah (2015-17); Teaching Assistant/Associate Instructor, Dept. World Languages and Cultures, U of Utah (2011-present); Co-presenter, American Educational Research Association (2011); Teacher, Korean Community school of Utah (2006-12); Teacher, Korea Muslim Federation in Seoul (2004-05 and 2002); Assistant, Det. of the Korea Middle Association (2001-03); Interpreter, the 25 th Model U.N. General Assembly (2001); Teacher, Korean Community School (2000-01).
Overseas Experience:	South Korea, Japan, Jordan.
Asian Languages:	Korea: Native; Japanese and Arabic: Intermediate.
% of time AS:	100%
Asian Courses Taught:	Beginning Korean I; Korean Conversation; Situational Communication through K-Drama; Third Year Korean I; Korean for Professional and Formal Interactions; Intensive Korean.
Specialization:	Secondary education teaching for Arabic and Japanese.

Kim, Jay	Department of Ballet (Assistant Professor, untenured)
Education	M.F.A. University of Utah, 2011, B.A. Sejong University, 1997
Academic Experience:	Assistant Professor, Dept. of Ballet, University of Utah (2012-present); Associate Instructor (2011-12); Teaching Assistant (2009-11); Master Teacher, Korea International Ballet Competition (2012-present); Faculty, Academy of Nevada Ballet Theatre (2007-09); Artistic Director, Metropolitan Ballet Academy and Theatre (2004-07); Career Line Faculty/Production Tour Manager, Sejong University (2002-04); Artistic Director and Owner of the Center, Art Ballet Center (2000-04)
Overseas Experience:	South Korea, Japan
Languages:	Korean (native)
% of time Asian Studies:	25%
Asian Courses Taught:	Character Dance I & II, Choreography, Student exchange program with Korean Ballet Theatre, Seoul
Specialization:	Ballet, Contemporary, Modern and Korean Folk Dance
Recent Works:	REMEMBRANCE - World Premiere Choreographic Work - 4 Performances, February 5-6, 2016 The act of remembering a person, thing, or event. Something that serves to keep in or bring to mind. An original 20-minute contemporary choreographic creation of a fusion of Korean contemporary and Classical Ballet set on 13 dancers of Utah Ballet of the Department of Ballet at the University of Utah in performances presented in The Hayes Christensen Theatre at the Marriott Center for Dance, University of Utah. Co-Designed and Co-Created stage lighting. Choreography, completed 02/05/2016.
Recent Publications:	DANCE RESEARCH JOURNAL OF KOREA (Published in Korean and translated to English) - January 2016 Analysis of the Kinematic Sequence of the <i>Grand Jeté en Tournant</i> Motion in Ballet Je-Min Kim, Biomechanics Laboratory, Texas Woman's University, Denton, Texas Jay (Jong-Hoon) Kim, Department of Ballet, The University of Utah, Salt Lake City, Utah Kwang-Jin Kim, Department of Dance, Sejong University, Seoul, Korea Cha-Young Suh, Department of Dance, Sejong University, Seoul, Korea.
Distinctions	Committee Member, Korea International Ballet Competition; Artistic Director, Utah Ballet; Fine Arts Dean's Travel Funds Award (2012)
Koim, Tol	Department of World Languages and Cultures (Instructor, untenured)
Education:	B.S., Brigham Young University-Hawaii (Hospitality and Tourism Management), 2008.
Academic Experience:	Cambodian Professor at Brigham Young University, 2009-Present; Cambodian Professor at University of Utah, 2014-Present.
Overseas Experience:	Cambodia
Asian Languages:	Cambodian (Khmer) (native)
% of time Asian Studies:	100
Asian Courses Taught:	CAMB 330 R at BYU; CAMB 1010, 1020, 2010, and 2020 at U of U.
Specialization:	Culture, Politic and Language of Cambodia.
Recent Publications:	Currently writing a textbook for CAMB 330 R at BYU. I partly wrote a textbook for all of my classes at University of Utah.
Distinctions:	Full scholarship from Brigham Young University of Hawaii in Cambodia.

Kwak, Soo Jin	Department of World Languages and Cultures (Assistant Professor/Lecturer, untenured)
Education	Ph.D. Kyung Hee University, 2009; M.S. SunMoon University, 2006; B.S. Cheong Ju University, 1990
Academic Experience	Lecturer, University of Utah (2014-present); Korean Teaching Assistant, Brigham Young University (2012); Lecturer, Kang Nam University (2004-11); Lecturer, Sun Moon University (2011); Lecturer, Kyung Hee University (2008-09); Lecturer, Waseda Academy Korea (1996-00)
Overseas Experience	South Korea, Japan
Asian Languages	Korean (native); Japanese (fluent)
Pedagogy Training:	Mandatory annual departmental language pedagogy training and ongoing pedagogy workshops (see Section 4.C.b)
% of time Asian Studies:	100%
Asian Courses Taught:	Professional Korean.
Specialization:	Korean Language.
Recent Publications	“A study on the form –focused sentence structure instruction of Korean language learners.” <i>The Language</i> 26 (2011): 109-137; “A study on Korean language Learners’ sentence Error Patterns in the sequence of sentence constituents.” <i>The Society of Korean Semantics</i> 32 (2010), 29-51; “A study on academic writings between native speakers and Korean learners based on contrastive rhetoric.” <i>The Korea Association of Foreign Languages Education</i> . 16 (2009), 507-528; “A study on Korean language textbook development for business.” <i>The Korean Language & Culture Education Society</i> . 3 (2007), 163-184.
Distinctions:	Seoul City Scholarship 2007-9.
Kyan, Winston	Department of Art and Art History (Assistant Professor, tenured)
Education:	Ph.D. (Art History), University of Chicago, 2006, M.A. University of Chicago, 1996, B.A. (Comparative Literature), Brown University, 1989
Academic Experience:	Director of Graduate Studies, Asian Studies, University of Utah, 2017-Present; Assistant Professor, University of Utah, 2010-presents; Assistant Professor, Macalester College, 2005-2010
Overseas Experience:	China, Taiwan, Japan, Tibet, Nepal, France
Asian Languages:	Chinese (fluent), Literary Chinese (reading), Japanese (fluent), Burmese (reading).
% of time Asian Studies:	100%
Asian Courses Taught:	Arts of China, Arts of Japan, Arts of the Transpacific, Seminar in Chinese Art: Dunhuang Caves, Seminar in Chinese Art: The Body in Chinese Visual Culture, Chinese Painting
Specialization:	Chinese Art; Buddhist Art; Asian Art; Asian American Art.
Recent Publications:	The Buddhist Resistance of Zhang Huan’s Pagoda (2009).” Art Journal Open, open access journal published by the College Art Association (7,200 words), Submitted with Publication Agreement, Expected Publication Date: Fall/Winter 2017; “Electric Pagodas and Hyphenate Gates: Folklore, Folklife, and the Architecture of Chinatown,” <i>Amerasia Journal</i> 39: 2 (July 2013): 25-47; “Female Bodily Sacrifice and the Absence of Men: Representing Filial Offspring in Song, Jin, and Liao Tombs,” in <i>Refiguring East Asian Religious Art: Buddhist Devotion and Ancestor Veneration</i> . Chicago: Center for the Art of East Asia, University of Chicago; and Art Media Resources. Expected Publication Date: Fall/Winter 2017.
Distinctions:	Luce Foundation Grant (Administered by the Asia Center, University of Utah), \$2500 travel award to Myanmar to develop Southeast Asian art course, March 9- 22, 2017; Visiting Scholar, Art History Department, University of Chicago Appointment form February 2015 to August 2015; URC Faculty Fellow, awarded Spring 2015

Laursen, Eric	Department of World Languages and Cultures (Associate Professor, tenured)
Education:	Ph.D., University of Wisconsin-Madison (Slavic Languages and Literatures), 1991; M.A., University of Wisconsin-Madison (Slavic Languages and Literatures) 1987; M.A., University of Iowa (Russian Language and Literature), 1984; B.A., University of Iowa (Russian Language and Literature), 1980.
Academic Experience:	Assistant-Associate Professor, University of Utah (1992-present); Participant in SLS (Summer Literary Seminars) translation workshop at Herzen University, St. Petersburg, Russia; Participant in SEELRC Summer Institute: "Slavic and East European Asian Languages: Acquisition, Techniques, and Technologies," held jointly at University of North Carolina and Duke University; IREX Summer Exchange of Language Teachers, Moscow State University.
Overseas Experience:	Russia, Eastern Europe.
Asian Languages:	Russian (fluent).
% of time Asian Studies:	100%
Asian Courses Taught:	Fifth Semester Russian; Russian Culture; Russian & Soviet Culture; 19th Cent Russian Literature; 20th Century Russian Literature; Russia Under the Czars.
Specialization:	Russian Language and Literature; Russian Culture; Soviet Culture.
Recent Publications:	Book Review: Howell, Yvonne, ed. <i>Red Star Tales: A Century of Russian and Soviet Science Fiction</i> . Montpelier, VT: Russian Life Books, 2015. In Russian Review; Book: <i>Transformers: the Aesthetics of Energy in Early Soviet Literature and Culture (1917-1934)</i> ; <i>Toxic Voices: The Villain from Early Soviet Literature to Socialist Realism</i> (Northwestern University Press, 2013); "An Electrician's Utopia: Mikhail Bulgakov's 'Fateful Eggs,'" <i>Slavic and East European Journal</i> , 56.1 (2012): 56-70; "No Bad Words Allowed: Language and Transformation in Mikhail Bulgakov's <i>Heart of a Dog</i> ," <i>Slavic and East European Journal</i> , 51.3 (2007): 492-514.
Distinctions	Honors Professorship (2013-14); University of Utah Faculty Fellow Award, Spring (2001, 1997); Nathan Aldrich Fellowship at the Tanner Humanities Center, Fall, 2000.
Lee, Amy Yuan-Chin	Department of Family and Preventive Medicine (Visiting Instructor, untenured)
Education:	Ph.D. Epidemiology, UCLA; M.P.H Epidemiology, UCLA, B.S. Biological Science, UC Irvine.
Academic Experience:	Adjunct Assistant Professor, University of Utah 2014-present; Co-Director, China Global Health Program, School of Medicine, Utah (2011-2012); Visiting Instructor, University of Utah 2010-2014; Post-Doctoral Fellow, UCLA, 2008-2009; Post-Doctoral Fellow, International Agency for Research on Cancer, Lyon, France, 2006-2008.
Overseas Experience:	China
Asian Languages:	Mandarin Chinese (fluent reading, writing, speaking), Taiwanese (fluent reading, writing, speaking), Japanese (reading), Hindi (speaking, reading).
% of time Asian Studies:	25%
Asian Courses Taught:	Global Health in China study abroad.
Specialization:	Epidemiology in Asia.
Recent Publications:	49 Peer-reviewed articles including: "Impact of oral hygiene on head and neck cancer risk in a Chinese population," <i>Head Neck</i> , 39(12):2549-2557, (2017); "Socioeconomic status and lung cancer risk in Nepal," <i>Asian Pacific Journal of Cancer Prevention</i> , 2(4): 1083-8, (2011); "History of Diabetes and Risk of Head and Neck Cancer: A Pooled Analysis from the International Head and Neck Cancer Epidemiology Consortium." <i>Cancer Epidemiol Biomarkers Prev.</i> 21(2):294-304, (2012).
Distinctions:	American Society for Preventive Oncology (ASPO)-New Investigator Workshop award (2010); American Association for Cancer Research (AACR)-Pezcoller Foundation Scholar-in-Training Awards (2007); UCLA/USC Molecular Genetic Epidemiology Training Fellowship, National Cancer Institute, National Institutes of Health (2001-6).

Lehman, Howard P.	Department of Political Science (Professor, tenured)
Education:	Ph.D., University of Minnesota, 1987; B.A., Colorado College, 1978.
Academic Experience:	Assistant to Full Professor (1987-Present); Director, International Leadership Academy (2008-present); Director, International Relations Certificate Program (1988-present).
Overseas Experience:	Japan, Africa
Asian Languages:	Japanese (reading, conversational).
% of time Asian Studies:	25%
Asian Courses Taught:	Globalization and World Politics; International Relations of Africa.
Specialization:	Japanese Foreign Policy; Japanese Aid to Africa, Asia and Globalization; International Political Economy
Recent Publications:	Howard Lehman, "Japan and Africa," Tomodachi, (Autumn 2016); Howard Lehman, "Japan and Africa," Tomodachi, (Autumn 2016). Published, 10/03/2016; Howard P. Lehman, "Japan's National Economic Identity and Foreign Aid: The Case of Ghana," in Muna Ndulo and Nicolas van de Walle, eds., <i>Problems, Promises, and Paradoxes of Aid: Africa's Experience</i> (Cambridge Scholars Publishing, 2014). Published, 12/2014. <i>Japan and Africa: Globalization and Foreign Aid in the 21st Century</i> (Routledge, 2011).
Grad Advising 2014-18:	Ph.D.: 10 in progress; M.A.: 1 in progress
Distinctions:	University Teaching Assistant Award, 2013; Research Award, Kobe University, 2006; Fulbright Lecturer in Political Science, Kyushu University and Fukuoka Jo Gakuin University, Fukuoka, Japan, 2002-3.
Lehning, James	Department of History (Professor, tenured)
Education:	Ph.D., History, Northwestern University, 1977; M.A., History, Northwestern University, 1970; B.A., Political Science, LaSalle College, 1969.
Academic Experience:	Faculty/Professor, University of Utah, 1977-Present; Director of International Studies Program, University of Utah, 2002-08.
Overseas Experience:	France.
Asian Languages:	French (fluent reading speaking, writing), Vietnamese (beginning reading)
% of time Asian Studies:	25%
Asian Courses Taught:	European Exploration, Imperialism, and Decolonization; French Colonial Empire
Specialization:	French Empire in Asia and Africa, French Political and Social History
Recent Publications:	7 Books and 26 peer reviewed articles including: <i>In the Forests of the Night: Tigers and Imperial Europe</i> . (Prospectus, including two chapters, submitted in September 2017 to Cambridge University Press; currently under review.); "Categories of Conquest and Colonial Control: The French in Tonkin, 1884-1914," pp. 73-90 in Philip Dwyer, Amanda Nettlebeck, and Lyndall Ryan (eds.), <i>Violence, Colonialism, and Empire in the Modern World</i> (London: Palgrave-MacMillan, 2017); <i>To Be a Citizen: The Political Culture of the Early French Third Republic</i> . (Cornell University Press, 2001); <i>Europeans in the World: Sources on Cultural Contact</i> . Volume I: To 1700, Volume II: Since 1650, (Prentice Hall, 2002); <i>The Melodramatic Thread: Spectacle and Political Culture in Modern France</i> . (Indiana University Press, 2007); <i>European Colonialism since 1700</i> (Cambridge University Press, 2013).
Distinctions:	Principal Investigator, Department of Education Title VI UISFL grant that created University of Utah's International Studies Major (2004-6; University of Utah Faculty Research Grant, 2003; Virgil Award for Graduate Student Mentoring, (1999).

Li, Minqi	Department of Economics (Professor, tenured)
Education:	Ph.D. (Economics) University of Massachusetts Amherst, 2002; B.A. (Economics), University of Delaware (1996).
Academic Experience:	Assistant Professor, Associate Professor, Professor, Department of Economics, 2006 – Present, Assistant Professor, Department of Economics, 2003- 2006, Assistant Professor, Department of Political Science and Faculty of Graduate Studies, York University. 2002-2003, Visiting Assistant Professor, Department of Economics, Franklin and Marshall College. 2000, Adjunct Faculty, Department of Social Sciences, Holyoke Community College.
Overseas Experience:	China, Canada.
Asian Languages:	Chinese (native).
% of time Asian Studies:	50%
Asian Courses Taught:	China and the Global Economy, Asian Economic History.
Specialization:	China.
Recent Publications:	Books: <i>China and the Twenty-First Century Crisis</i> . London: Pluto Press (October 2015); <i>Peak Oil, Climate Change, and the Limits to China's Economic Growth</i> . (Routledge 2014); <i>The Rise of China and the Demise of the Capitalist World-Economy</i> (Pluto / Monthly Review Press, 2008); Peer-Reviewed Articles: "China's Changing Class Structure and National Income Distribution," <i>Journal of Labor and Society</i> <i>Journal of Labor and Society</i> 20(1): 61-84 (March 2017); "China's Grain Production: A Decade of Consecutive Growth or Stagnation?" <i>Monthly Review</i> 66(1): 25-37 (2014); "Are Chinese Workers Paid the Correct Wages?: Measuring Wage Underpayment in the Chinese Industrial Sector, 2005-2010." <i>Review of Radical Political Economics</i> (forthcoming); "Climate Change and the Limits to the Growth-Oriented Model of Development: The Case of China and India." <i>Review of Radical Political Economics</i> 45 (December 2013): 449-455; "The 21st Century: Is There An Alternative (to Socialism)?" <i>Science & Society</i> 77:1 (January 2013), pp. 10-43.
Distinctions:	University of Utah, Superior Research Award, College of Social and Behavioral Science, 2010; York University, 2006, Merit Award for Research; University of Massachusetts, 2002, Department Award for Superior Teaching. 1990-1992, Political Prisoner in China (for advocating workers' democracy, 1990-92)
Lippard, Christopher	Department of Film and Media Arts (Associate Professor, tenured)
Education:	Ph.D. Film, Literature and Culture, University of Southern California, 1996; M.A. English and American Literature, University of Southern California, 1987; B.A. English, University of Sheffield, 1984.
Academic Experience:	Director of Graduate Studies, Department of Film and Media Arts, University of Utah; Lecturer/Assistant/Associate Professor, University of Utah, 1995-present.
Overseas Experience:	Africa, Germany
% of time Asian Studies:	25%
Asian Courses Taught:	Introduction to Film; History of Film; Transnational Cinemas; Iranian Cinema.
Specialization:	Global Film Studies
Recent Publications:	Teaching Transnational Cinema: Politics and Pedagogy" <i>Transnational Cinemas</i> 9:1 (April 2018); "Peripherality and Humour in the Iranian Art Film" <i>Iranian Studies</i> 50:6 (September 2017), 917-944. "The Body in Decay: A review of Sebastián Hofmann's <i>Halley</i> " <i>Journal of Medical Humanities</i> , (2014).
Distinctions:	Tanner Humanities Center Award, University of Utah, 2013; Fellow, Center for Interdisciplinary Research, Westphalia Germany, 2009.

Liu, Baodong	Department of Political Science/Ethnic Studies (Associate Professor, tenured)
Education:	Ph.D., University of New Orleans (Political Science), M.A. Oklahoma State University (Political Science, 1995), B.A. East China University of Politics and Law, Shanghai (Law)
Academic Experience:	Associate Professor, University of Utah (2008-present); Special Assistant to Associate Vice President for Equity and Diversity, 2012-13; Interim Director of Ethnic Studies (2011-13); Editorial Board, Urban Affairs Review; Editor, Urban News; Provided research services to NAACP, the US Department of Justice, Lawyers' Committee for Civil Rights Under Law
Overseas Experience:	China.
Asian Languages:	Chinese (native).
% of time Asian Studies:	50% Asian American
Asian Courses Taught:	Asian Pacific American Contemporary Issues; Asian Pacific American Experiences
Specialization:	Race and Ethnicity.
Recent Publications:	4 books and 21 peer-reviewed professional articles in English and Chinese, including: Chris Simon & Nicholas P. Lovrich, Baodong Liu, and Dennis Wei (2017). Citizen Support for Military Expenditure Post 9/11: Exploring the Role of Place of Birth and Location of Upbringing. <i>Arm Forces and Society</i> . Accepted, 12/01/2017; Dennis Wei & Weiyi Xiao, Christopher Simon, Baodong Liu, Yongmei Ni (2017). Neighborhood, Race and Educational Inequality. Accepted, 12/01/2017; Baodong Liu (2017). Solving the Mystery of the Model Minority: The Journey of Asian Americans in America. Cognella Academic Publishing. (2017);
Distinctions:	15 grants from both national and university sources; Byran Jackson Award, Urban Politics Section of American Political Science Association; Ted Robinson Award, Southwestern Political Science Association; Artinian Award for Professional Development, Southern Political Science Association; Expert Witness Opinion on the following federal cases: NAACP v. St. Landry Parish et. al. (W.D. LA 2003)
Locher, Mira	School of Architecture (Associate Professor, tenured)
Education:	M. Arch., University of Pennsylvania, 1990; B.A., Smith College, 1987.
Academic Experience:	Acting Dean of the College of Architecture + Planning, University of Utah, April-July 2018; Chair of the School of Architecture, University of Utah, 2015-present; Associate Chair of the School of Architecture, University of Utah, 2014-2015; Assistant/Associate Professor at University of Utah, 2004-present; Associate Director of the "My Utah Signature Experience" (MUSE) Project at the University of Utah, 2010-2013; Visiting Assistant Professor at Washington University in St. Louis, 2000-04; ACSA paper reviewer; AIA Utah Board Member.
Overseas Experience:	Japan.
Asian Languages:	Japanese (fluent).
% of time Asian Studies:	25%
Asian Courses Taught:	Japanese Architecture; Materials and Construction Technology in Japanese Architecture;
Specialization:	Japanese Architectural History.
Recent Publications:	"Architecture in Pre-Modern Japan," Encyclopedia of Asian Design, Bloomsbury Publishing (2018); "Buying Brand Name Buildings for Rural Revitalization in Japan: The Case of Kengo Kuma's Hiroshige Ando Museum," <i>Perspecta 47: Money</i> , The MIT Press (2014); <i>Super Potato Design</i> , Tuttle Publishing (2006); <i>Traditional Japanese Architecture</i> , Tuttle Publishing (2010); <i>Zen Gardens</i> , Tuttle Publishing (2012);
Distinctions:	University of Utah Office of Global Engagement Global Learning Across the Disciplines grant (October 2016); University of Utah Asia Center grant for research travel to Japan (February 2015); University of Utah Asia Center grant for "Tohoku: Through the Eyes of Japanese Photographers" exhibit (August 2014); Elected to the College of Fellows of the American Institute of Architects (February 2014); <i>Zen Gardens</i> selected as a 2012 Book of the Year by the <i>Financial Times</i> (Dec 2010); <i>Zen Gardens</i> selected as a 2012 Book of the Year by <i>Publishers Weekly</i> (Oct 2012);

Lowey-Ball, ShawnaKim	Department of History (Assistant Professor, untenured)
Education:	Ph.D. History, Yale University, 2014; M.Phil. Asian History, Yale University, 2010; M.A. Asian History, Yale University, 2009; B.A. Government, Social & Political History, 2005.
Academic experience:	Assistant Professor, University of Utah (s2015-Present); Teaching Fellow, Yale University, 2010-2013.
Overseas experience:	Southeast Asia, China, India
Asian Languages:	Indonesian (fluent), Jawi (reading), Classical Chinese (reading), Arabic (reading), Hebrew (reading).
% of time Asian Studies:	100%
Asian Courses Taught:	Pre-modern Southeast Asia; Modern Southeast Asian History; Asian Civilizations: Modern History; Global Islam; Islam in Asia.
Specialization:	Southeast Asian History, Islam in Asia
Recent publications:	Liquid Market, Solid State: The rise and demise of the Malacca Sultanate. Book manuscript currently under review by Yale and Cambridge University Presses; "Sino-Malay Relations and the Making of Early Malacca." Under review at the Journal of Asian Studies; "On Building a British Judiciary at Penang, 1810-1815." Under review at Britain and the World; Chapter Translation,
Grad Advising 2014-18:	Ph.D.: 1 (In progress).
Distinctions:	Kickstarter Grant, University of Utah College of Humanities, 2016; John Addison Porter Prize (Yale University's top dissertation prize), 2015; Arthur and Mary Wright Prize (best history dissertation not on America or Europe), 2015; Finalist, Council of Graduate Schools / Proquest Distinguished Dissertation Award, 2015; PhD granted With Distinction, 2015; Louis K. and Mary L. Kofsky Scholarship, 2012; MacMillan Center Dissertation Research Grant, Yale University, 2010; FLAS Fellowship (Arabic), 2008.
Mai, Trinh	College of Social Work (Associate Professor, Lecturer, untenured)
Education:	M.S.W. Social Work, University of Houston, B.A. University of Texas
Academic Experience:	Direct, Masters of Social Work Field Education (2017-Present); Chair, Global Social Work Concentration (2016-Present); Associate Professor/Lecturer; Practicum Coordinator (2014-Present); Special Assistant to the Dean of Social Work for community-based research University of Utah (2006-present); Social Work Faculty Advisor, University Neighborhood Partners Hartland Center (provides clinical supervision for student internships at the center)
Overseas Experience:	Vietnam, Thailand
Asian Languages:	Vietnamese (native)
% time Asian Studies:	0%
Asian Courses Taught:	Current Research in Asian Studies; Global Social Work.
Specialization:	Immigrant and refugee resettlement
Recent Publications:	Bettmann, J.E., Taylor, M.J., Gamarra, E., Wright, R.A., & Mai, T. (2017). Resettlement experiences of children who entered the United States as refugees. <i>Social Development Issues</i> . 39 (3); Creating political and social spaces for immigrant integration: A case study. In J. Hou (Eds.), <i>Transcultural cities</i> (pp. 207-221). (Routledge 2013);
Distinctions:	International Association for Schools of Social Work Grant for Projects in Social Work Education (2016); University of Utah Public Service Professorship: awarded funds to support a documentary making project and the development of a weaving program with the Karen Community of Utah (2012-3); University of Utah Interdisciplinary Teaching Seed Grant Award to develop new course on Immigration & Resettlement: Interdisciplinary & Community Perspectives (2009); University of Utah Study Abroad Development Grant Award for program on Issues of Migration, Resettlement and Integration: Learning from residents and international organizations on the Thai/Burma Border (2009)

Mallat, Chibli	College of Law (Professor, tenured)
Education:	Ph.D., University of London, 1990; LL.M, Georgetown University, 1983; B.A., Beirut University College, 1982.
Academic Experience:	Presidential Professor of Law and Professor of Middle Eastern Law and Politics at the University of Utah (2007-2017); EU Jean Monnet Chair of Law at St Joseph's University in Lebanon (2001-present); Visiting Professor at Law Schools at Yale, Harvard, UVA, Salzburg Global Seminar, Princeton and others
Overseas Experience:	Lebanon, Jordan, Iraq.
Asian Languages:	Arabic (native).
% of time Asian Studies:	100%
Asian Courses Taught:	Middle Eastern Law; Justice Through Research.
Specialization:	Middle Eastern Law.
Recent Publications:	8 books and numerous other publications including: <i>Philosophy of nonviolence: Revolution, constitutionalism, and justice in the Middle East</i> , Oxford University Press, New York, 2015; <i>Introduction to Middle Eastern Law</i> , (Oxford University Press, 2009). "Iraq: Guide to law and policy," <i>Boston: Aspen/Kluwer Law International</i> , (2009); "Democracy in America," "Dar al-Nahar" (in Arabic), <i>Beirut, Dar al-Nahar</i> , (2001).
Distinctions:	Middle East Studies Association's Albert Hourani Prize for The Renewal of Islamic Law, 2013; Presidential Professor of Law, 2009; European Commission 'Success Story', EU Jean Monnet Program, Brussels 2007; Senior Legal Advisor to the Global Justice Project: Iraq; Legal Advisor, Amnesty International (regional office in Beirut)
McCormack, Wayne	College of Law (Professor, tenured)
Education:	J.D. University of Texas, 1969; B.A. Stanford University, 1966
Academic Experience:	Professor, University of Utah, 1978-Present; Director, Association of American Law Schools, 1975-78; Associate Professor, University of Georgia School of Law 1974-75
Overseas Experience:	Russia, Iraq, Afghanistan.
% of time Asian Studies:	--
Specialization:	International Law, Global Conflict in Asia.
Recent Publications:	<i>Understanding the Law of Terrorism</i> , Carolina Academic Press, 3 rd ed. (2015); <i>Judicial Process</i> , (Foundation Press 2017); <i>International Criminal Law</i> , (West Publishing 2017).
Distinctions:	American Bar Association, Chair, 1990-92; Law School Admission Council, Board of Trustees, 1989-90 and 1981-83; Salt Lake County Bar Association, Executive Committee, 1992-94; American Civil Liberties Union of Utah, President, 1981-82; Director of Olympic Coordination, University of Utah (1997-2002)

Moran, Ryan	Department of History (Assistant Professor)
Education:	Ph.D. History, UC San Diego, 2018
Academic Experience:	UC Riverside, Santa Clara University
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
% of time Asian Studies:	80%
Specialization:	Japanese history
Recent Publications:	“Securing the Health of the Nation: Life Insurance, Labor, and Health Improvement in Interwar Japan” is scheduled to be published by Japan Forum in May 2018; “Delivering Security in Modern Japan: Postal Life Insurance and Social Unrest,” is scheduled to be published by positions: asia critique in November 2018.
Distinctions:	Awards and fellowships from Fulbright IIE, the Social Science Research Council, the Japan Foundation, the Japan Society for the Promotion of Science, and the D Kim Foundation for the History of Science and Technology in East Asia.
Oderda, Gary	College of Pharmacy (Professor, tenured)
Education:	M.P.H. John Hopkins University, 1982; Pharm. D. University of California San Francisco, 1972
Academic Experience:	Primary Faculty, Thailand International Elective (2004-present); Professor, Dept. of Pharmacy Practice, University of Utah (2004-present); Professor and Interim Chairman, (2000-02); Professor, Department of Pharmacy Practice, University of Utah College of Pharmacy (1999-00); Visiting Professor, Novartis Pharmaceuticals Corporation, East Hanover, New Jersey (1999); Professor and Chairman, Department of Pharmacy Practice, University of Utah College of Pharmacy (1991-99); Acting Assistant Dean, University of Maryland School of Pharmacy 1989-91; Director of the Maryland Poison Center and Professor of Clinical Pharmacy at the University of Maryland School of Pharmacy (1988-91 and 1973-88)
Overseas Experience:	Thailand
% of time Asian Studies:	25%
Asian Courses Taught:	Clerkship for Pharmacy and Physician Assistant Students in Thailand
Specialization:	Clerkship in Asia.
Recent Publications:	Projecting the cost, utilization, and patient care impact of prescribing extended release non-Abuse-deterrent opioids to chronic pain patients. Yenikomshian, M. A., White, A. G., Carson, M. E., Garrison, L. P., Oderda, G. M., Biskupiak, J. E., Hlavacek, P. R. & Roland, C. L. Sep 1 2017 In : Journal of Opioid Management. 13, 5, p. 291-301 11 p.; Identifying and Communicating Clinically Meaningful Drug-Drug Interactions. Nelson, S. D., LaFleur, J., Hunter, E., Archer, M., Steinvoot, C., Maden, C. & Oderda, G. M. Apr 1 2016 In : Journal of Pharmacy Practice. 29, 2, p. 110-115 6; Comparative Effectiveness Research (CER): A Summary of AHRQ’s CER on Therapies for Rheumatoid Arthritis. J Manag Care Pharm. 2011;17(9-b):S19-S24. (2011).
Distinctions:	Preceptor of the Year Award, University of Utah College of Pharmacy (2014)

Ono, Kent	Department of Communication (Professor, tenured)
Education:	Ph.D. Rhetorical Studies, University of Iowa, 1992; M.A. Communication, Miami University, 1988; B.A. English, DePauw University, 1987.
Academic Experience:	Professor, University of Utah, 2012-present; Professor, University of Illinois at Urbana/Champaign, 2002-2012; Journal Editor, Communication and Critical Cultural Studies (2013-present); Associate Professor, University of California Davis, 1998-2002; Assistant Professor, University of California Davis, 1992-1996.
Overseas Experience:	China
% of time Asian Studies:	75% Asian American
Asian Courses Taught:	Intercultural Communication; Asian Americans and Popular Culture
Specialization:	Critical Media Studies
Recent Publications:	2 Monographs, 3 Edited Volumes and 24 Peer reviewed articles in last 10 years, including: Kent A. Ono (2017). Review of Rogue Archives: Digital Cultural Memory and Media Fandom. (pp. E9-E11). Vol. 67. Journal of Communication. Published, 09/13/2017; Pham, Vincent, and Kent A. Ono. Asian Americans: Model Minoritizing Digital Labor in a Post-Racial Age. Ed. Christopher P. Campbell. The Routledge Companion to Media and Race. New York: Routledge. 231-240. Published, 01/2017; Vincent Pham & Christopher P. Campbell (2017). Asian Americans: Model Minoritizing Digital Labor in a Post-Racial Age. (pp. 231-240). Routledge. Published, 01/2017; Kent A. Ono & Stephen J. Hartnett, Lisa B Keränen, and Donovan Conley. (2017). Preface to Part Three: Representations, Imaginations, and the Politics of Culture. (pp. 303-309). Michigan State University Press. Published, 01/2017.
Distinctions:	Editor, New York University Press Book Series on "Critical Cultural Communication (2006-Present); Grazier Distinguished Lecture in Communication, University of South Florida, 2014; Paul Boase Prize for Outstanding Scholarship, Ohio University, 2013; Asian American Studies Undergraduate Teaching Award, 2011.
Ott, J. Steven	Department of Political Science (Professor, tenured)
Education:	Ph.D. University of Colorado, 1988; M.S. Sloan School, Massachusetts Institute of Technology, 1964; B.A., Pennsylvania State University, 1960
Academic Experience:	Assistant Professor, University of Maine, 1987-1992; Associate Professor, University of Utah, 1992-1999; Professor, University of Utah, 1999-present
Overseas Experience:	China, United Arab Emirates
Asian Languages:	None
% of time Asian Studies:	10%. (Has been higher in past years.)
Asian Courses Taught:	Global Health Policy and Management (1 time); The Nonprofit Sector & NGOs (4 times for students from Hainan Province, PRC)
Specialization:	Organization Theory, Organizational Behavior, Nonprofit Organizations and NGOs; Globalization affecting governance
Recent Publications:	Conference Proceedings: "Impacts of Rapid Globalization on Public Administration: Challenges from National and International Perspectives," Shanghai University of Finance and Economics (2018 forthcoming); Classics of Organization Theory, 8th ed. w/ J. M. Shafritz & J. S. Jang (2016); The Nature of the Nonprofit Sector, 3rd ed., w/ L. A. Dicke (2016); Understanding Nonprofit Organizations: Governance, Leadership & Management, 3rd. ed., w. L. A. Dicke (2016); "Coproduction, Participation and Satisfaction with Rehabilitation Services following the 2001 Earthquake in Gujarat, India, International Social Work, w/ T. Thomas & H. Liese (2011).

Rekdal, Paisley	Department of English (Professor, tenured)
Education:	M.F.A. University of Michigan, 1996; M.A. University of Toronto, 1994; B.A. University of Washington, 1993.
Academic Experience:	Lecturer-Associate Professor (2005-2014), Professor (2014) Goddard College; Assistant Professor (2000-2003), English Department, University of Wyoming.
Overseas Experience:	Korea.
Asian Languages:	Korean (conversational)
% of time Asian Studies:	25%
Asian Courses Taught:	Diversity in American Literature; Asian-American Literature (survey course), Studies in Asian-American Literature (seminar)
Specialization:	Creative Writing, Contemporary Asian American Literature
Recent Publications:	<i>Broken Country: on Trauma, a Crime, and the Continuing Legacy of Vietnam</i> , University of Georgia Press (2017); <i>Imaginary Vessels</i> , Copper Canyon Press (2016); "Vessels" reprinted on <i>Poetry Daily</i> , (2013); <i>Intimate: an American Family Photo Album</i> , Tupelo Press (2012); <i>Animal Eye: Poems</i> , University of Pittsburgh Press, (2011); <i>Poetry Books: The Invention of the Kaleidoscope</i> , University of Pittsburgh Press, (2007); <i>Six Girls Without Pants</i> , Eastern Washing University Press, (2003); <i>A Crash of Rhinos</i> , University of Georgia Press, (2000); <i>The Night My Mother Met Bruce Lee</i> , Pantheon (2000).
Distinctions:	Utah Poet Laureate, 2017; Civitella Ranieri Residency Fellowship, 2017; AWP Creative Nonfiction Prize, 2017; Guggenheim Fellowship, 2014; Pushcart Prize, 2013; Kingsley Tufts Poetry Prize, 2013; Fulbright Fellow in Korea, Tanner Humanities Fellow, National Endowment for the Arts Fellow
Roh, David S.	Department of English (Associate Professor, tenured)
Education:	Ph.D., UC Santa Barbara (English Literature), 2008; M.A., UC Santa Barbara (English Literature), 2005; Ed.M., Harvard Graduate School of Education (Technology in Education); B.A., UC Los Angeles (English Literature), 2001.
Academic Experience:	Director, Digital Matters Lab, University of Utah, 2018—Present; Associate Professor, Department of English, University of Utah, 2017—Present; Assistant Professor, Department of English, University of Utah, 2015—2017; Assistant Professor, Department of English, Old Dominion University, 2009—2015; Exchange Professor, Kitakyushu University, Summer 2011; Lecturer, Department of English, University of California, Los Angeles, 2007.
Asian Languages:	Japanese (Advanced proficiency), Korean (Intermediate proficiency).
% Asian Studies:	25%
Asian Courses Taught:	Global Asias in Literature
Specialization:	Digital Humanities, Twentieth & Twenty-First Century American Literature, Intellectual Property Law & Literature, Transnational Asian American Literature
Recent Publications:	"Younghill Kang, Transpacific Agent" in Victor Bascara and Josephine Park, eds. <i>Asian American Literature in Transition</i> . Cambridge: Cambridge University Press, 2018, Vol. 2: 1930-1965 (invited; accepted); "Distributed Communications." <i>Journal of Narrative Theory</i> 46.3 (2016): 312-338; "Kaneshiro Kazuki's GO and the American Racializing of Zainichi Koreans." <i>Verge: Studies in Global Asias</i> 2.2 (2016): 163-187; <i>Illegal Literature: Toward a Disruptive Creativity</i> . Minneapolis: University of Minnesota Press, 2015; <i>Techno-Orientalism: Imagining Asia in Speculative Fiction, History, and Media</i> . Co-edited with Betsy Huang and Greta A. Niu. New Brunswick: Rutgers University Press, 2015.
Distinctions:	Tanner Humanities Fellowship, University of Utah, 2017 (declined); NEH Institutes for Advanced Topics in the Digital Humanities, Object Lessons Institute, 2017; Kickstart Grant, University of Utah, 2017; Rising Star in the Humanities Award, University of Utah, 2016; URC Faculty Research Grant, University of Utah, 2016.

Safiullah, Sheikh M.	Department of History (Adjunct Assistant Professor, untenured)
Education:	Ph.D., University of Utah, 2003; M.A., University of Manitoba, Canada, 1985; B.A., University of Garyounis, Benghazi, Libya, 1983.
Academic Experience:	Adjunct Faculty, University of Utah (2004-12); Adjunct Faculty of History, Salt Lake Community College (2004).
Overseas Experience:	Bangladesh, Libya, Egypt, Pakistan, India.
Asian Languages:	Bengali (native), Urdu (fluent), Arabic (fluent), Persian (fluent).
% of time Asian Studies:	70%
Asian Courses Taught:	Middle East Civilization: Modern Period; Introduction to Shi'ism; History of Middle East 1798-1914; Middle East Since 1914; Shi'a Islam; Trends in Modern Islam.
Specialization:	Islamic Revivalism in Middle East and Southeast Asia; Contemporary Middle East.
Recent Publications:	"New Managers in the Egyptian Public Sector during the Nasser Era." In <i>Role of Private and Public Sectors in Economic Development in an Islamic Perspective: Proceedings of the Fifth International Islamic Economics Seminar</i> , Washington DC, (1993)
Sasaki-Uemura, Wesley	Department of History (Associate Professor, tenured)
Education:	Ph.D., Cornell University, 1993; M.A., Cornell University, 1988; B.A., St. John's College, 1974.
Academic Experience:	Assistant to Associate Professor, University of Utah, (1993 – Present). American Historical Association, Fairbanks Book Prize Committee (2007-10); National Endowment for the Humanities evaluator for Advanced Social Science Research on Japan fellowships, 2008; Critical Asian Studies editorial board (on-going); article manuscript reviews for Critical Asian Studies (2008, 2010), American Historical Review (2008); external tenure evaluator, University of Minnesota (2008), UCLA (2009)
Overseas Experience:	Japan.
Asian Languages:	Japanese (fluent).
% of time Asian Studies:	100%
Asian Courses Taught:	Asian Civilizations: Traditions, Asian Civilizations: Modern History and Societies, Premodern Japan, Modern Japan, Asian Film in Historical Context, Aging in Japan, Asian American History.
Specialization:	Social movements, Protest, Popular culture in modern and postwar Japan.
Recent Publications:	(Book Review) Noriko Manabe, <i>The Revolution Will Not Be Televised</i> , Japanese Studies, (36:3, 2016) 403-404; (Book Review) Cecil H. Uyebara, <i>The Subversive Activities Prevention Law of Japan</i> , Journal of Japanese Studies, (38:2, 2012) 390-394; (Book Review) Simon Avenell, <i>Making Japanese Citizens</i> , Social History, (37:1, Feb. 2012): 84-86.
Grad Advising 2014-18:	Complete: 14 M.A., 2 Ph.D. / In progress: 2 M.A., 1 Ph.D.
Distinctions:	Sabbatical Research Award, Univ. of Utah, 2014; Univ. of Utah Asia Center, Japan Foundation travel award, 2012; Northeast Asia Council Japan Conference Grant, Association of Asian Studies, 2012, Virgil Award (teaching and mentoring, History Graduate Student Association, 2012; Dee Council Teaching Grant (with Ben Cohen and Janet Theiss), Univ. of Utah, 2012.

Shen, Lien Fan	Department of Film and Media Arts (Assistant Professor, untenured)
Education:	Ph.D., Ohio State University, 2007; M.F.A., School of Visual Arts, 2002; B.S., National Cheng-Chi University, 1995.
Academic Experience:	Associate Professor, University of Utah, 2007-present; Visiting Assistant Professor, Ball State University, 2005-2006.
Overseas Experience:	China, Taiwan, Japan, Netherlands.
Asian Languages:	Chinese (native).
% of time Asian Studies:	25%
Asian Courses Taught:	Japanese Anime
Specialization:	Animation Production and Studies
Recent Publications:	Shen, L. F. (2018). "Essay on Steamboy," in vol. 1 of Marco Pellitteri, Mazinga Nostalgia. Storia, valori e linguaggi della Goldrake-generation dal 1978 al nuovo secolo ('Nostalgia for Mazinga: History, values, and languages of the Grendizergeneration from 1978 to the new century'), 2 vols, Latina (Italy): Tunué, 2018; Shen, L. F. (2015). "Traversing Otaku Fantasy: Representation of the Otaku Subject, Gaze, and Fantasy in Otaku no Video," in Debating Otaku in Contemporary Japan. Galbraith, Patrick, Kam, Thiam Huat, and Kamm, Bjorn-Ole (Eds.). Bloomsbury Academic; Shen, L. F. (2014). "The hysterical subject of shōjo: The dark, twisted heroines in Revolutionary Girl Utena and Puella Magi Madoka Magica" in Heroines of Film and Television: Portrayals in Popular Culture. Jones, Norma, Bajac-Carter, Maja, and Batchelor, Bob (Eds.) Rowman and Littlefield Press.
Grad Advising 2014-18:	Completed: 2 M.F.A.
Distinctions:	College of Fine Arts Faculty Excellence Award in Research, University of Utah, 2017; Seeing Through the Eyes of Crocodiles, receives the honor of Celebrate U, a showcase of extraordinary faculty achievements, 2017; Seeing Through the Eyes of Crocodiles, winner of the audience award of International Short in The Boston LGBT Film Festival, 2017; Seeing Through the Eyes of Crocodiles, directed and edited by Lien Fan Shen, winner of Best Editing award in the Shanghai PRIDE Film Festival 2016 Short Film Competition, 2016; Animation-based Depression Evaluation Instrument for people with Intellectual Disabilities, Co-Principal Investigator: Dr. Jia-Wen Guo, receives the honor of Celebrate U, a showcase of extraordinary faculty achievements, 2016
Singh, Tejinder Pal	Department of Family and Preventive Medicine (Assistant Professor, untenured)
Education:	MPH, University of Utah, 2009; MDS, GNDU, India; BDS, GNDU, India.
Academic Experience:	Assistant Professor, University of Utah 2014-present.
Overseas Experience:	India, South Korea, Bhutan, Madagascar, Swaziland.
Asian Languages:	English, Punjabi, Hindi.
% of time Asian Studies:	50%
Asian Courses Taught:	Global Health; Environmental Health.
Specialization:	Public Health (Global health and Community Engagement).
Recent Publications:	Khanna P, Kaur R, Singh T, Miller J, Sandhu A. K, Jyoti. Prevalence and Socio Demographic Determinants of Malnutrition in Rural Communities of District Fatehgarh Sahib, Punjab. Curr Res Nutr Food Sci 2017;5(3).
Grad Advising 2014-18:	MPH – 18 (Year 2018); MPH 35 (Year 2010-2013).
Distinctions:	Outstanding Faculty Award University of Utah Asia Campus, 2017; Organized and coordinated a joint symposium by Hanyang University, South Korea and University of Utah on "MERS and Ebola Experience in South Korea and West Africa" (2015).

Slade, Benjamin	Department of Linguistics (Assistant Professor, untenured)
Education:	Ph.D. Linguistics, University of Illinois at Urbana/Champaign, 2011. M.A. Linguistics, University of Illinois at Urbana/Champaign, 2008. M.A. Cognitive Science, Johns Hopkins University, 2004.
Academic Experience:	Assistant Professor, University of Utah, 2013-present; Visiting Senior Lecturer, University of Texas at Arlington, 2011-2013.
Overseas Experience:	India
Asian Languages:	Hindi (conversational), Sanskrit (reading), Nepali (conversational)
% of time Asian Studies:	25%
Asian Courses Taught:	Structure of Indo-Aryan
Specialization:	Ancient Indo-European Languages, Literatures and Mythologies.
Recent Publications:	“History of focus-concord constructions and focus- associated particles in Sinhala, with comparison to Dravidian and Japanese”, <i>Glossa</i> 3.1 (2018); “Result states and repetitive adverbs”, <i>Acta Linguistica Hungarica</i> 63.3 (2016); Compound verbs in Indo-Aryan. In <i>World of Linguistics: The Languages and Linguistics of South Asia, a comprehensive guide</i> , eds. Hans Henrich Hock & Elena Bashir, 2016; Sinhala indefinites with a certain <i>je ne sais quoi</i> . In <i>Epistemic indefinites</i> , eds. Luis Alonso-Ovalle & Paula Menéndez-Benito. Oxford: Oxford University Press, 2015; “The diachrony of light and auxiliary verbs in Indo-Arya”, <i>Diachronica</i> , (2013); Chen, Shu-Fen & Benjamin Slade, (eds.). <i>Grammatica et verba / Glamour and verve — Studies in South Asian, Historical, and Indo-European Linguistics: A Festschrift in Honor of Professor Hans Henrich Hock on the Occasion of His 75th Birthday</i> , Ann Arbor: Beech Stave Press, 2013.
Distinctions:	International Travel and Research grant. College of Humanitiess, 2014; FLAS Fellowship (Hindi), 2008; Jacob K. Javits Fellowship, 2000.
Smith, Yda	Division of Occupational Therapy (Assistant Professor Clinical, untenured)
Education:	Ph.D. University of Utah, 2010; M.A. University of Puget Sound, 1990; B.A. University of Utah, 1977.
Academic Experience:	Assistant Professor, University of Utah (2008-2017); Faculty Director, University Neighborhood Partners Hartland Partnership (2006-10); (Member, Utah Occupational Therapy Association; Member, American Occupational Therapy Association.
Overseas Experience:	Vietnam, Thailand, Myanmar.
% of time Asian Stud.:	25%
Asian Courses Taught:	Immigration & Resettlement, Field Study in Thailand, Burma
Specialization:	Community-based Practice in Asia; Refugee Resettlement; Restoration and maintenance of cultural traditions
Recent Publications:	Book chapter in Culture and Occupation titled Fostering Cultural Awareness through Fieldwork with People from a Refugee Background (2016); Book chapter in the Second Edition of Occupational Therapies Without Borders titled Occupational Justice and Advocacy: Work with Former Refugees & Asylum Seekers at Personal and Community Levels (2016). Fostering Cultural Awareness through Fieldwork Experiences with People from a Refugee Background,” in Culture & Occupation (3rd Edition), (2014); “Traditional Weaving as an Occupation of Karen Refugee Women,” <i>Journal of Occupational Science</i> , 20 (3), 224-235 (2013); “Anthropology & occupational therapy in community-based practice.” <i>Pract Anthropol</i> , 30(3), 20-23 (2013); “The meaning and value of traditional occupational therapy practice: A Karen woman’s story or weaving in the United States,” <i>WORK: A Journal of Prevention, Assessment and Rehabilitation</i> , 45 (1), 25-30 (2013).
Grad Advising 2014-18:	Ph.D.: 1 in progress, 1 completed; M.S.: 1 in progress, 15 completed.
Distinctions:	Invited Speaker International Breakfast, American Occupational Therapy Annual Conference, 2018; Inclusive Excellence Award - University of Utah College of Health, 2017; Distinguished Mentor Award - University of Utah College of Health, 2014; Community Teaching and Mentoring Award, Division of Occupational Therapy; ASUU Student Choice Award, University of Utah;

Su, Yunwen	Department of World Languages and Cultures (Assistant Professor)
Education:	Ph.D. Second Language Studies, Indiana University Bloomington, December 2017; M.A. Applied Linguistics, Xi'an Jiaotong University, China, March 2004; B. A. English for Science and Technology, Xi'an Jiaotong University, China, July 2001.
Academic Experience:	Assistant Professor, Department of World Languages and Cultures, The University of Utah, July 2018-Present; Visiting Assistant Professor, Department of Modern Languages and Literatures, Case Western Reserve University, USA, August 2017-May 2018; Associate Instructor, Department of Second Language Studies, Indiana University Bloomington, USA, Summer 2012-Summer 2017.
Overseas Experience:	China.
Asian Languages:	Chinese (native).
% of time Asian Studies:	100%
Asian Courses Taught:	All levels and skills of Chinese at the college level in China and USA; Chinese: Chinese Film, Chinese Culture (taught in English or Chinese); General education (linguistics): Language and (In)tolerance, Language Hotspots and Biodiversity (as teaching assistant).
Specialization:	The acquisition and assessment of second language pragmatics; Chinese linguistics and comparative linguistics.
Recent Publications:	Su, Y., & Ren, W. (2017). Developing L2 pragmatic competence in mandarin Chinese: Sequential realization of requests. <i>Foreign Language Annals</i> . Advance online publication; Bardovi-Harlig, K., Mossman, S., & Su, Y. (2017). Corpus-based instruction for pragmatic routines: Corpus-based materials and corpus searches. <i>Language Learning & Technology</i> , 21, 76-103; Su, Y., & Shin, S.-Y. (2015). Test Review: the Chinese Proficiency Test (New HSK). <i>Iranian Journal of Language Testing</i> , 5, 96-109.
Distinctions:	College of Arts and Sciences Travel Grant, Indiana University, Spring 2017; College of Arts and Sciences Dissertation Completion Fellowship, Indiana University, 2017; Language Learning Dissertation Research Grant, Language Learning (Wiley), 2016; College of Arts and Sciences Dissertation Research Grant-in-aid, Indiana University, 2015.
Suzuki, Mamiko	Department of World Languages and Cultures (Assistant Professor, untenured)
Education:	Ph.D. University of Chicago (2010); M.A. University of Chicago, 2005; B.A. Haverford College, 1998.
Academic Experience:	Assistant Professor, University of Utah (2010-present); Section head, Japanese Section, World Languages and Cultures, University of Utah.
Overseas Experience:	Japan
Asian Languages:	Japanese (native); Classical Chinese (read in Japanese Kanbun), Korean (reading).
% of time Asian Studies:	100%
Asian Courses Taught:	Japanese Civilization; Survey of Japanese Literature; Japanese Film; Japanese Women's Literature
Specialization:	Japanese Women's History and Literature of the Late 19th Century; Modern Japanese Literature and History; Meiji (1868-1912) Women's Literacy and Writings.
Recent Publications:	Book: Gendered Power: Educated Women from the Meiji Empress' Court (University of Michigan Press, forthcoming 2019); Kitō, " [Translation. "The Prayer"] by Sata Ineko, in <i>For Dignity, Justice, and Revolution: An Anthology of Japanese Proletarian Literature</i> . U of Chicago Press, 2016 Norma Field Heather Bowen-Struyk, eds. Published, 01/2016; "Co-opting the Politics of Gendered Narration in Nakajima Shōen's <i>Sankan no meika</i> (Noble Flowers of the Mountains, 1889), <i>Japanese Language and Literature</i> Vol. 49, No. 2, October 2015. Published, 03/2015. "Shimoda's Program for Japanese and Chinese Women's Education." <i>CLCWeb: Comparative Literature and Culture</i> 15.2 (2013).

Talboys, Sharon	Department of Family and Preventive Medicine (Assistant Professor, tenured)
Education	Ph.D. University of Utah, 2015; M.P.H. Emory University, 1998; B.A. State University of New York, 1995
Academic Experience	Assistant Professor and Academic Head, Ensign College of Public Health in Ghana (2017-present), Assistant Professor of Public Health, University of Utah (2015-present); India Learning Abroad Co-Director/Trip Leader (2011-13); Global Health Instructor (2011-13); Associate Director, Office of Public Health Workforce Excellence, University of Utah (2010-13)
Overseas Experience	India, Ghana
% of time AS	25%
AS Courses Taught	International Fieldwork in Public Health; Public Health: A Global Perspective
Specialization:	Women's health in rural India, community based research on public health
Recent Publications	Dissertation: <i>Is 'Eve Teasing' a Public Health Problem? A study of sexual harassment and its association with suicidal behavior among women age 15-25 in rural Punjab, India;</i> "Physician preparedness for bioterrorism recognition and response: a Utah-based needs assessment," <i>Disaster Management & Response</i> , 2(3), 69-74 (2014); <i>Development of a questionnaire to assess health consequences of public sexual harassment, or 'eve-teasing,' among young women in rural Punjab, India.</i> Poster Presentation – Council of Universities for Global Health (2014); <i>Evaluation of a village-level safe water treatment and storage intervention in Bassi Pathana India,</i> Council of Universities for Global Health (2014).
Distinctions	Vice-President, Utah Public Health Association (2017); Dean Byrd Memorial Scholarship for social impact, University of Utah (2014); Graduate, Great Basin Public Health Leadership Institute (2009); Graduate, Regional Institute for Health and Environmental Leadership (2004)
Textor, Cindi	Department of World Languages and Cultures (Assistant Professor, untenured)
Education:	PhD, University of Washington, 2016; MA, University of Illinois at Urbana-Champaign, 2010; BA, Princeton University, 2008
Academic Experience:	Assistant Professor, University of Utah, 2017-present; Postdoctoral Associate, Council on East Asian Studies, Yale University, 2016-17
Overseas Experience:	Japan, Korea
Asian Languages:	Japanese (fluent), Korean, (fluent)
% of time AS	100%
AS Courses Taught:	Race in Japan; Popular Culture from Japanese Empire to Korean Wave
Specialization:	Korean writers in Japan and the Japanese empire
Recent Publications:	"Queer(ing) Language in Yi Kwangsu's Mujöng: Sexuality, Nation, and Colonial Modernity." <i>Journal of Korean Studies</i> 23, no. 1 (2018): 67-96; "Representing Radical Difference: Kim Sökpöm's Korea(n) in Japan(ese)." Forthcoming, <i>positions: Asia Critique</i> 27 (2019); "Zainichi Writers and the Postcoloniality of Modern Korean Literature." Forthcoming in <i>Routledge Handbook of Modern Korean Literature</i> , ed. Yoon Sun Yang.
Grad Advising:	In progress: 2 M.A.

Thatcher, Melvin P.	Department of History (Adjunct Assistant Professor, untenured)
Education:	Ph.D., University of Washington, 2004; M.A., University of Washington, 1973; B.A., University of Washington, 1969, magna cum laude with distinction; A.A., Clark Community College, 1967, with honors
Academic Experience:	Instructor, University of Utah (2007-present); Area Manager for acquisition of historical population records in countries of Asia/Pacific/Africa, Genealogical Society of Utah, 1976-2010 - based in Singapore, Hong Kong, and Manila for 14 years Convener and Past-chair, Genealogy and Local History Section Standing Committee, International Federation of Library Associations and Institutions (IFLA).
Overseas Experience:	China, Taiwan, Hong Kong, Macau, Japan, South Korea, Mongolia, Vietnam, Philippines, Thailand, Singapore, Malaysia, Indonesia, Sri Lanka, India, Pakistan.
Asian Languages:	Mandarin Chinese (fluent), Classical Chinese (reading), Ancient Chinese (reading), Japanese (rudimentary), Bahasa Indonesia (Malay) (fair).
% of time Asian Studies:	100%
Asian Courses Taught:	Pre-Modern China; Historical development and research value of Chinese genealogies and local gazetteers.
Specialization:	History of Social and Political Institutions and of Women in Spring and Autumn China (722-453 BC); Pre-imperial Chinese Historiography; Early Chinese Political Thought.
Recent Publications:	30 articles and book chapters including: "Shanghai: Shanghai kexuejishu wenxian chubanshe," (2003); "Local History in the United States." In <i>Lin Tian-wai, Difang wenxian lunji</i> (Collected Essays on Local Documentation), 2:860-93 (2003);
Distinctions:	IFLA Scroll, IFLA, 2008 (recognition for service to IFLA, particularly as chair of the Standing Committee of the Genealogy and Local History Section).
Theiss, Janet	Department of History (Associate Professor, tenured)
Education:	Ph.D. University of California, Berkeley (1997), B.A. Swarthmore College
Academic Experience:	Founding Director, The Asia Center, University of Utah (2007-2017); Director, Asian Studies Program (2005-17); Associate Editor, <i>Late Imperial China</i> ; Co-Director, The Society for Qing Studies (2007-present); Fellow, Public Intellectuals Program, National Committee on U.S.-China Relations, 2011-present; University of Utah International Advisory Commission; International Requirement Committee, 2005-present; University Research Committee, 2002-5, Chair, 2004-5; President, Western Conference of the Association for Asian Studies (2007-8), WCAAS Conference Chair (2006-7)
Overseas Experience:	China, Taiwan, Hong Kong, Korea, India, Thailand, Cambodia, Myanmar, Vietnam
Asian Languages:	Mandarin Chinese: Fluency in reading, speaking, writing; Classical Chinese: Fluency in reading; Japanese: Intermediate level reading proficiency; French: Advanced level reading proficiency; intermediate level speaking proficiency; Russian: Intermediate level reading proficiency.
% of time Asian Studies:	100%
Asian Courses Taught:	Asian Civilizations; Modern Asia; Modern China; China and Southeast Asia; Chinese Environmental History; Gender and Race in Colonial Asia; Graduate Colloquium in Asian History; Current Research in Asian Studies.
Specialization:	Chinese History: Late Imperial and Modern Chinese History; Comparative Asian History; Comparative Gender History; Imperialisms in Asia.
Recent Publications:	Gender in Modern East Asia, China, Korea, Japan: An Integrated History, co-authored with Barbara Molony and Hyaewool Choi. Westview Press, 2016; "Elite Engagement with the Judicial System in the Qing and its Implications for Legal Practice and Legal Principle." In Chen Li and Madeleine Zelin, eds., <i>Chinese Law: Knowledge, Practice and Transformation, 1530s to 1950s</i> (Leiden: Brill, 2015); "The Letter as Artifact of Sentiment & Legal Evidence." In Antje Richter, ed., <i>A History of Chinese Letters and Epistolary Culture</i> (Leiden: Brill, 2015);
Grad advising 2014-18:	4 MA (2 as chair); 2 Ph.D. (committee member)
Distinctions:	2 Title VI and FLAS grants (2010 and 2014), Japan Foundation (2010) and Korea Foundation (2014) grants and a National Endowment for the Humanities Fellowship (2005).

Tong, Yanqi	Department of Political Science (Professor, tenured)
Education:	Ph.D., Johns Hopkins University, 1991; M.A. Johns Hopkins University (1986); B.A., Peking University (1982)
Academic Experience:	Assistant/Associate/Full Professor, University of Utah (1992-present); Visiting Senior Research Fellow, East Asia Institute, National University of Singapore, September 2009 – June 2010; Visiting Professor, College of International Relations, Renmin University, China, September-December, 2005; Title VIII Fellow, The Hoover Institute, Stanford University, September 1993 - August 1994.
Overseas Experience:	China, Singapore.
Asian Languages:	Chinese (native)
% of time Asian Studies:	100%
Asian Courses Taught:	US-China Relations; Chinese Politics; Chinese Foreign Policy; International Relations of East Asia; Proseminar in Comparative Politics
Specialization:	Chinese Politics.
Recent Publications:	<i>Social Protest in Contemporary China, 2003-2010: Transitional Pains and Regime Legitimacy</i> , with Shaohua Lei, (Routledge, 2013); “War of Position: MicroBlogging and Politics in China,” with Shaohua Lei, <i>Journal of Contemporary China</i> , 22:80 292-311 (2013); "Morality, Benevolence, and Responsibility: Regime Legitimacy in China from Past to the Present," <i>Journal of Chinese Political Science</i> , 16:2 (June 2011):141-159; “Dispute Resolution Strategies in a Hybrid System,” <i>The China Review</i> 9:1 (Spring 2009): 17-43; “Introduction: Markets, Courts and Leninism,” with Pierre Landry and Mingming Shen, guest co-editors of the special issue on legal reforms in China, <i>The China Review</i> 9:1 (Spring 2009): 1-16
Distinctions:	University of Utah Faculty Research Grant (1995, 2004); Faculty Fellow Awards (1995, 2003).
Torrey, Debernieri	Department of World Languages and Cultures (Assistant Professor, untenured)
Education	Ph.D. Penn State University, 2010; M.A. St. John’s College, 2000; Taipei Language Institute, 1995; Yonsei Grad. School of International Study, 1990; B.A. Mennonite University, 1989
Academic Experience	Assistant Professor, Korean and Comparative Literary and Culture Studies, University of Utah (2013-present); Assistant Professor (lecturer) (2011-12); Winter Term Instructor, East Asian Studies Program, Middlebury College (2011); Assistant, Asian Diaspora Studies Program Development Project, Dept. of Comparative Literature, Penn State Univ. (2007-08); Graduate Instructor (2002-06); Instructor, Abu Dhabi International School (2001-02); Instructor, First to third semester Mandarin Chinese, ESL, Handong University, Korea (1996-98)
Overseas Experience	South Korea, Taiwan, UAE
Languages	Chinese (fluent), Korean (native)
% of time AS	100%
AS Courses Taught	Korean Culture through Literature and Film; Third-year Korean; Beginning and Intermediate Korean Writing Tutorial; Second-year Korean
Specialization:	Early Korean Catholicism; Korean Religion and Literature; Korean Culture
Recent Publications	“Young Barbara’s Devotion and Death: Reading Father Ch’oe’s Field Report of 1850.” <i>Korean Studies</i> 42 (2018): forthcoming; “Between Heroism and Despair: Opportunities and Barriers for Women in the Early Korean Catholic Church.” <i>Asian Journal of Women’s Studies</i> 23.4 (2017): 421-441; “Transcendence and Anxiety in the Prison Letters of Catholic Martyr Yi Suni Ludgarda (1779–1802).” <i>Religion and Literature</i> 47.3 (2015): 25-55.
Grad Advising 2014-18:	1 MA
Distinctions	Korean Studies Grant, 2017, Academy of Korean Studies; University Research Committee travel grant, 2013, 2014; AAS NEAC travel grant, 2013.

Valero, Jesus	Department of Political Science (Assistant Professor, untenured)
Education:	Ph.D., Public & Nonprofit Management, University of North Texas, 2016; M.P.A., Public Administration, University of Texas-Pan American, 2010; B.A., Sociology, University of Texas-San Antonio, 2007.
Academic Experience:	Assistant Professor, University of Utah (2016 – present); Emerging Scholar, The Urban Institute of Washington, D.C. (2015).
Overseas Experience:	Korea
% of time Asian Studies:	25%
Specialization:	government-nonprofit partnerships, effective leadership in nonprofit organizations, and the use and impact of social media in public service.
Recent Publications:	"Does transformational leadership build resilient public and nonprofit organizations?", <i>Disaster Prevention and Management</i> , 24.1 (2015); Effective Leadership in Public Organizations: The Impact of Organizational Structure in Asian Countries, <i>Journal of Contemporary East Asia</i> (2015).
Distinctions:	Systems for Action Grant, Robert Wood Johnson Foundation, 2017; Emerging Scholar Award, Association for Research on Nonprofit Organizations and Voluntary Action, 2015; Research Grant recipient, IBM Center for the Business of Government, 2015.
VanDerslice, James	Department of Health Promotion and Education (Associate Research Professor, tenured)
Education:	Ph.D. University of North Carolina, School of Public Health (Environmental Sciences and Engineering), 1991; M.S.E.E. University of North Carolina, School of Public Health (Environmental Sciences and Engineering), 1984, B.S.E.E Humboldt State University (Environmental Resource Engineering), 1981
Academic Experience:	Associate Research Professor, University of Utah, Department of Health Promotion and Education 2012-Present; Associate Chief, University of Utah, Department of Family & Preventive Medicine, 2008-Present; Associate Research Professor, University of Utah, Department of Family & Preventive Medicine 2007-Present; Program Director, Masters of Public Health Program, University of Texas-Houston, School of Public Health, 1995-97
Overseas Experience:	India
% of time Asian Studies:	25%
Asian Courses Taught:	Public Health: A Global Perspective
Specialization:	Public Health in India.
Recent Publications:	Talboys, S. L., Kaur, M., VanDerslice, J., Gren, L. H., Bhattacharya, H., & Alder, S. C. (2017). What Is Eve Teasing? A Mixed Methods Study of Sexual Harassment of Young Women in the Rural Indian Context. <i>SAGE Open</i> , 7(1), 2158244017697168. Knighton, A. J., Savitz, L., Belnap, T., Stephenson, B., & VanDerslice, J. (2016). Introduction of an area deprivation index measuring patient socioeconomic status in an integrated health system: implications for population health. <i>eGEMS</i> , 4(3); <i>Assessing Community Health in Rural India, A Community-based Participatory (CBPR) Approach Social Assessment Approach & Planning Model</i> . Poster session presented at University of Utah Global Health Conference, Salt Lake City, Utah (2011); "Water use as a measure of hygienic behaviour." In Cairncross S, Kochar V (Eds.), <i>Studying hygiene behaviour: Methods, issues, and experiences</i> . New Delhi, India: Sage Publications (1994).
Distinctions:	2009 Silver Communicator Award: International Academy of the Visual Arts; Perspectives Newsletter (Aug 2008), "Fish Contamination: Environment and Health at Risk"; Delta Omega Society, Alpha Theta Chapter; Outstanding Teaching Award, University of Texas-Houston, School of Public Health at El Paso 1994-95

Vogel-Ferguson, Mary Beth	College of Social Work (Research Associate Professor, untenured)
Education:	Ph.D., University of Utah; M.S.W., University of Utah; M.P.S., Loyola University.
Academic Experience:	Research Associate Professor, University of Utah, College of Social Work 2008-Present; Project Director, University of Utah, Social Research Institute, 1999-2008.
Overseas Experience:	Thailand, Burma
% of time Asian Studies:	25%
Specialization:	Research with low-income populations
Recent Publications:	Vogel-Ferguson, M.B. (January 2018) Demonstration Project: Next Generation Kids Invest In You Too – Cohort 2. Social Research Institute, College of Social Work, University of Utah; Teele, A. S., Byrne, K., Schmit, K., Vogel-Ferguson, M.B., Mohamed, N. and Hunter, R. (Under review) Seeking Refuge: An Exploration of Unaccompanied Women, Minors from Somalia and Families from Pakistan Experiences of Basic Services with Agencies in Bangkok, Thailand. <i>Advances in Social Work</i> ; Wiet, S. & Vogel-Ferguson, M.B. (2017) Birth and Development of a Community Initiative: the Trauma-Resiliency Collaborative. <i>Journal of Child and Adolescent Trauma</i> . 10(3), pp 233 – 241; Vogel-Ferguson, M.B. (April 2017) Demonstration Project: Next Generation Kids Invest In You Too. Introduction and Outcome Summary. Social Research Institute, College of Social Work, University of Utah.
Grad Advising 2014-18:	In progress: 2 PhD; Faculty mentor for a student in a Business course integrating social work into the course.
Distinctions:	Elected member of the University of Utah Academic Senate, 2015-Present; Administration For Children and Families Systems to Family Stability National Policy Academy Recognition, July 2016; Blanche Scowcroft Willey Award: For Creativity and Promise in the Field of Social Work (1998 - 1999).
Volinn, Ernest	School of Medicine (Research Associate Professor, tenured)
Education:	Ph.D. Columbia University, Sociology; M.A. University of Pennsylvania, American Civilization; B.A. University of Washington, Sociology
Academic Experience:	Research Associate Professor, University of Utah, Department of Sociology 2008-Present; Research Associate Professor, University of Utah Department of Anesthesiology, Pain Research Center, 2003-Present; Research Assistant Professor, University of Washington, Department of Anesthesiology, 1995-2001
Overseas Experience:	China, Japan, Western Europe (UK, Denmark).
% of time Asian Studies:	50%
Specialization:	Cross-cultural and cross-national origins of chronic pain and its treatment.
Recent Publications:	“The Constellation of Chronic Low Back Pain and Other Subjective Symptoms: Does the View Differ from China?” <i>Spine</i> , 41: 705-12, (2016); “Do outcomes of acupuncture for back pain differ according to varying socio-cultural contexts? The View from China.” <i>Journal of Alternative and Complementary Medicine</i> , 19: 435-444, (2013); “West China Hospital Set of Measures in Chinese to Evaluate Back Pain Treatment.” <i>Pain Medicine</i> , 10: 164-171, (2009); “Back Pain Claim Rates in Japan and the U.S.: Framing the Puzzle.” <i>Spine</i> 27: 1851, (2002).
Grad Advising 2014-18:	West China Medical School (an affiliate of Sichuan University, Chengdu China), advisor to graduate/medical students, which resulted in multiple publications (graduate/medical students were first authors).
Distinctions:	Fulbright Senior Research Scholar (research in China, 2013-2014); Advisory Editorial Board, <i>Spine</i> , 1998-2013; Member, Consortium for Comparative Research on Contemporary Asia, University of Utah, School of Medicine, 2006-2009; China Program Director and Board Member, Global Health Alliance

Von Sivers, Peter	Department of History (Associate Professor, tenured)
Education:	Ph.D. Ludwig-Maximilians-Universität München, 1967; B.A. University of London, 1964;
Academic Experience:	Associate Professor, Dept. of History, U of Utah (1975-present); Visiting Assistant Professor, Dept. of History, Northwestern University (1969-70); Visiting Assistant Professor and Lecture, Dept. of History, UCLA(1968-69); Assistant Professor, Institute of Political Science, University of Munich (1967-68)
Overseas Experience:	Germany, France, Egypt, Turkey, Syria, Spain, North Africa
Languages:	Arabic (fluent), Spanish (reading and conversational); Turkish, Latin, Italian, and Portuguese (reading); German (native); French (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Mid-East Civilization; The Ottoman Empire; World Empires; Introduction to Islam; Arabian Days Caliphates; Model Arab League
Specialization:	Classical Islamic history, medieval and early modern Spain, medieval and modern North Africa, Islamic philosophy and science
Recent Publications:	"Christology and Prophetology in the Umayyad Arab Empire," in Markus Gross and Karl-Heinz Ohlig, eds., <i>Die Entstehung einer Weltreligion III</i> (2014); "Preface: The Rise of Balkan Nationalism within the Triangle of the Ottoman, Austrian, and Russian Empires, 1800-1878," in M. Hakan Yavuz and Isa Blumi, eds.,
Distinctions:	Shahin Travel Grant to visit museum exhibit "Palace of Gold and Light: Treasures from the Topkapi, Istanbul," (2001);
Wan, Margaret	Department of World Languages and Cultures (Associate Professor, tenured)
Education:	Ph.D., Harvard University, 2000; B.A., University of Kansas, 1991.
Academic Experience:	University of Utah, Associate Professor, World Languages and Cultures. 2010-present. University of Utah, Assistant Professor, World Languages and Cultures. 2003-2010. University of Notre Dame, Assistant Professor, East Asian Languages and Literatures. 2001-2003. University of Notre Dame, Visiting Assistant Professor, East Asian Languages and Literatures. 2000-2001. Harvard University, Teaching Fellow, Chinese Language Program. 1998-2000. Beijing University of Posts and Telecommunications, Beijing, China, Foreign Expert. 1997-1998. Harvard University, Teaching Fellow, East Asian Languages and Civilizations. 1993-1996.
Overseas Experience:	China.
Asian Languages:	Chinese (fluent), Japanese (fluent).
% of time Asian Studies:	100%
Asian Courses Taught:	Advanced Chinese; Martial Hero in Film & Fiction; Advanced Chinese Directed Reading; Chinese Narrative; Classical Chinese; Chinese Film; Graduate Language Study.
Specialization:	Late Imperial Chinese Narrative, Popular Culture, and the Interaction of Oral and Written Traditions.
Recent Publications:	Book: Yangzhou - A Place in Literature: The Local in Chinese Cultural History. Co-edited with Roland Altenburger and Vibeke Børdahl. University of Hawaii Press, 2015; "Outlaws of the Marsh." In Wei Shang, ed., How to Read Chinese Fiction. New York: Columbia University Press, projected 2019; "Court Case Ballads: Popular Ideals of Justice in Late Qing and Republican China." In Li Chen and Madeleine Zelin, eds, Chinese Law: Knowledge, Practice and Transformation, 1530s to 1950s (Leiden: Brill, 2015), 287-320; "Yangzhou and the Local in Chinese Literature: An Introduction." Co-authored with Roland Altenburger and Vibeke Børdahl. In Yangzhou - A Place in Literature: The Local in Chinese Cultural History (Honolulu: University of Hawaii Press, 2015), 1-18.
Grad Advising 2014-18:	MA: 1 (completed).
Distinctions:	Visiting Scholar, Leiden Institute of Area Studies, Leiden University, Summer 2017; Presidential Scholar Nominee, University of Utah, 2016, 2017; Faculty Research and Creative Grant Award, University of Utah, 2016; Faculty Fellow, University of Utah, Spring 2015; Aldrich Fellowship to the Tanner Humanities Center, Fall 2014.

Wan, Neng	Department of Geography (Assistant Professor, untenured)
Education:	Ph.D., Texas State University-San Marcos, 2011; M.S., Wuhan University, 2006; B.S., Wuhan University, 2003.
Academic Experience:	Director, The Utah Geo-Health Lab, University of Utah, 2014-Present; Assistant Professor, University of Utah, 2014-Present; Post-doctoral Research Associate, University of Nebraska Medical Center, 2011; Teaching/Research Assistant, Texas State University, 2007-2011; Research Assistant, Wuhan University, 2004-2006.
Overseas Experience:	China.
Asian Languages:	Chinese (native).
% of time Asian Studies:	25%
Specialization:	Environmental Geography, Asian Geography.
Recent Publications:	Wan, N., M, Wen., J, Fan., F, Tavake-Pasi., et al. 2017. Physical Activity Barriers and Facilitators among U.S. Pacific Islanders and the Feasibility of Using Mobile Technologies for Intervention: A Focus Group Study with Tongan Americans. <i>Journal of Physical Activity and Health</i> (accepted); Wan, N., and Lin, G. 2016. Addressing Location Uncertainties in GPS-based Activity Monitoring: a Methodological Framework. <i>Transactions in GIS</i> 21(4): 764–781; Wan, N., and Lin, G. 2016. Classifying Human Activity Patterns from Smartphone Collected GPS data: A Fuzzy Classification and Aggregation Approach. <i>Transactions in GIS</i> 20(6):869-886. PMID: PMC5464425; Wan, N., and Lin, G. 2013. Life-space characterization from cellular telephone collected GPS data. <i>Computers, Environment and Urban Systems</i> 39: 63-70.
Distinctions:	Two NIH Research Grants Awarded, 2017-2020; Consortium for Families and Health Research Pilot Grant, University of Utah, 2015-17; Postdoctoral Research Fellow, University of Nebraska Medical Center, 2011-14; NSF Travel Award to the 1 st International Conference on Space, Time and CyberGIS, 2012.
Wasilewska, Ewa	Department of Anthropology (Associate Professor/Lecturer, untenured)
Education:	Ph.D., Anthropology, University of Utah, 1991; M.A., Middle Eastern Studies, University of Utah, 1989; M.A. Archaeology and History of Europe and the Ancient Middle East, University of Warsaw, 1982.
Academic Experience:	Instructor/Assistant/Associate Professor, Department of Anthropology, University of Utah, 1986-present.
% of time Asian Studies:	100%
Asian Courses Taught:	Silk Road; Peoples and Cultures of the Middle East; Intro to Middle East; Religiosity in the Middle East and the US; Religion & Fashion in the Middle East
Specialization:	Middle East and Central Asian Anthropology.
Recent Publications:	<i>Anthropology of Human and Laughter</i> Ed., Cognella Academic Publishing, 2013; “Sacred Space in the Ancient Near East” in <i>Religion Compass</i> , 2009; “Death and Afterlife in Creation Stories of the Middle East” in <i>The Proceedings of Building a Harmonious and Sustainable Society, Message from the Ancient Near East</i> . Conference Proceedings (Beijing, China, 2006); “Cuneiform Texts in Utah Collections,” <i>If a Man Builds a Joyful House: Studies in Honor of Erle Verdun Leichty</i> (Leiden: Brill, 2004); “Kyrgyzstan: The Last Song of Manas?” in <i>Present State and Perspectives of Nomadism in a Globalizing World</i> , Conference Proceedings (Ulaanbaatar, Mongolia, 2004); <i>Creation Stories of the Middle East</i> (London: Jessica Kingsley Publishers, 2000).

Wei, Yehua Dennis

Education:

Department of Geography (Professor, tenured)

Ph.D., University of California at Los Angeles (Geography), 1998; M.A., University of Akron (Geography), 1993; M.A., University of Akron (Urban Studies), 1991; M.S., Nanjing Institute of Geography, Chinese Academy of Sciences (Human Geography), 1987; B.S., Hangzhou (Zhejiang) University, China (Economic Geography and Urban Planning), 1984.

Academic Experience:

Professor, University of Utah (2007-Present); Associate/Assistant Professor, University of Wisconsin-Milwaukee (1997-2007); Research/Teaching Assistant, UCLA (1993-97); Research/Teaching Assistant, University of Akron (1989-93); Instructor/Assistant Professor, Hangzhou (Zhejiang) University, China (1987-89).

Overseas Experience:

China.

Asian Languages:

Chinese (native).

% of time Asian Studies:

100%

Asian Courses Taught:

Geography of China & Asia; Urban Geography; Economic Geography, Location and Development; Seminar in Urban Geography; Cities, Regions & Globalization; Geography of China.

Specialization:

China/Asia; Economic/Urban Geography; Urban and Regional Development/Planning; Spatial Inequality; GIS Spatial Analysis.

Recent Publications:

Wei, Y.H.D. and R. Ewing (eds.). Urban Expansion, Sprawl and Inequality. Landscape and Urban Planning (In Press); Yuan, F., J. Wu, Y.D. Wei and L. Wang. Policy change, amenity, and spatiotemporal dynamics of housing prices in Nanjing, China. Land Use Policy; Wei, Y.H.D. (ed.). Geography of Inequality in Asia. Geographical Review 107(2): 263-411. 2017; Wei, Y.H.D. (ed.) Urban Land and Sustainable Development. Basel, Switzerland: MDPI. 2017; Wei, Y.H.D. (ed.). 2015-16. Urban Land and Sustainable Development. Sustainability 8, 2016.

Grad Advising 2014-18:

Ph.D.: 6; M.A.: 4 completed.

Distinctions:

Chinese Academy of Sciences Overseas Expert, 2016; Economic Transition, Urbanization, and Spatial Inequality in China, Ford Foundation Grant, 2018;

Wen, Ming

Education:

Department of Sociology (Professor, tenured)

Ph.D., University of Chicago, 2003; M.S., University of Chicago, 1999; M.A., University of Chicago, 1996; B.S., Peking University, 1989.

Academic Experience:

Chair, Department of Sociology, University of Utah (2015-Present); Assistant/Associate/Full Professor, University of Utah (2003-present); Graduate Director, Department of Sociology, University of Utah, 2008-present.

Overseas Experience:

China.

Asian Languages:

Chinese (native).

% of time Asian Studies:

50%

Asian Courses Taught:

Contemporary Chinese Society; Race, Ethnicity, and Health

Specialization:

Sociology of Health; Migration

Recent Publications:

Wan N, Wen M, Fan JX, Tavake-Pasi OF, McCormick S, Elliott K & Nicolosi E. "Physical activity barriers and facilitators among U.S. Pacific Islanders and the feasibility of using mobile technologies for intervention: A focus group study with Tongan Americans" Journal of Physical Activity & Health: In press; Li M, Xue H, Wen M, Wang W & Wang Y. 2017. "Nutrition and physical activity related school environment/policy factors and child obesity in China: a nationally representative study of 8573 students in 110 middle schools" Pediatric Obesity: 12(6):485-493; Wen M, Zheng Z & Niu J. 2017. "Psychological distress of rural-to-urban migrants in two Chinese cities: Shanghai and Shenzhen" Asian Population Studies 13(1):5-24.

Grad Advising 2014-18:

24 Master's; 21 PhD

Distinctions:

College of Social Behavioral Science Senior Superior Research Award Winner, U. of Utah, 2015; Member of the Community Influences on Health Behavior Study Section, Center for Scientific Review, National Institutes of Health, 2013; Senior Superior Research Finalist, College of Social Behavioral Science, University of Utah, 2012;

Wiessner, Pauline	Department of Anthropology (Professor, tenured)
Education:	Ph.D., University of Michigan, 1977; B.A., Sarah Lawrence College, 1969.
Academic Experience:	Professor, University of Utah (2000-present); Participant in working group on Understanding Human and Animal Culture, Collegium Budapest, Budapest, Hungary, 2003; Visiting Professor, Ecole des Hautes Etudes, Paris, 2002; Visiting Professor, Department of Ethnology, University of Aarhus, Denmark, 2001.
Overseas Experience:	Papua New Guinea, Vietnam.
Asian Languages:	Melanesian Pidgin (fluent), Kung Bushmen (fluent), Vietnamese (conversational), Enga (Papua New Guinea) (conversational).
% of time Asian Studies:	25%
Asian Courses Taught:	Anthropology of Food; Medical Anthropology.
Specialization:	Hunter-gatherers in southern Africa; warfare, ritual and exchange among the Enga of Papua New Guinea.
Recent Publications:	3 co-authored books, 1 edited volume, 42 articles including Enga Culture and Community: Wisdom from the past; Collective action for war and for peace: a case study among the Enga of Papua New Guinea 2018; with Nitze Pupu: The challenges of village courts among the Enga of Papua New Guinea: A view from the inside.
Distinctions:	Elected to National Academy of Science, 2014; University of Utah Distinguished Scholarly and Creative Research Award, 2009.
Wu, Fusheng	Department of World Languages and Cultures (Professor, tenured)
Education:	Ph.D., Brown University (Comparative Literature), 1995; M.A., Comparative Literature, Brown University, 1993.; M.A., English Literature, Nankai University, China, 1987.
Academic Experience:	Director, Confucius Institute, University of Utah; Assistant/Associate/Full Professor (1995-present); Guest professor, College of Literature and Journalism, Sichuan University, China, (2008-Present); Guest professor, College of Foreign Languages and Literatures, Nankai University, China (2010-Present).
Overseas Experience:	China.
Asian Languages:	Chinese (native).
% of time Asian Studies:	100%
Asian Courses Taught:	Traditional Chinese Poetry; Traditional Chinese Culture; Classical Chinese.
Specialization:	Classical Chinese Poetry; Comparative Literature; Current Researches in Asian Studies.
Recent Publications:	来自异域的知音：宇文所安对杜甫《旅夜书怀》的解读 (An Understanding Critic from a Foreign Land: Stephen Owen's Interpretation of Du Fu's "Night Thought on a Journey"). 《国际汉学》 (International Sinology), 2017 (3): 104-116; 30; "Dreaming the Late Beloved: A Comparative Reading of Su Shi's 'For Ten Years We Were Set Apart by Death' and Milton's 'Methought I Saw My Lated Beloved Saint,'" Comparative Literature East and West, 24(2016): 1-9. 29. 阿瑟·韦利的汉诗翻译 (Arthur Waley's Translation of Chinese Poetry) , 《国际汉学》 (International Sinology), 1 (2016), 95-104; 28; 隐喻、寓言与中西比较文学 ("Metaphor, Allegory and East-West Comparative Literature"), 《文学评论》 (Literary Criticism), 2 (2016), 81-89.
Distinctions:	University of Utah sabbatical leave, spring 2014; International travel grant, College of Humanities, University of Utah, 2013-14; Awarded University of Utah faculty fellow award twice and several university research grants.

Wu, Guangzhen

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Recent Publications:

Department of Sociology (Assistant Professor, untenured)

Ph.D. in Criminal Justice and Criminology, Washington State University, 2018; Ph.D. in International Relations, China Institute of Contemporary International Relations, Beijing, China, 2010; M.A. in Criminal Justice and Criminology, Washington State University, 2016; M.S. in International Relations, University of International Relations, Beijing, China, 2003; B.A. in Administrative Management.

Assistant Professor, Department of Sociology, University of Utah, 2018-; Research Associate, Washington State University, 2017-2018; Funded Teaching Assistant, Washington State University, 2013-2017; Associate Professor, Criminal Investigation Police University of China, 2010-2013; Visiting Scholar, Ulster University, Northern Ireland, 2010-2011; Director, Institute of Foreign-related Policing, Criminal Investigation Police of China, 2009-2013; Lecturer, Criminal Investigation Police University of China, 2004-2010.

China.

Mandarin.

30%

Introduction to Criminological Theory, Special Topics in International Relations, Statistics.

Comparative/International Criminal Justice, Policing, Crime Control.

Police integrity in China. G Wu, DA Makin, Y Li, FD Boateng, G Abess. Policing: An International Journal of Police Strategies & Management (2018); Speaking out: Officers speaking about police misconduct in Ghana. FD Boateng, DA Makin, G Abess, G Wu. The Police Journal, 0032258X18768384 (2018); In the eyes of the gatekeepers: insights of Chinese police officers' perceptions of the public. G Wu, FD Boateng, Y Yuan. The Police Journal 89 (4), 269-289 (2016).

Yavuz, Hakan

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Recent Publications:

Grad Advising 2014-18:

Distinctions:

Department of Political Science (Professor, tenured)

Ph.D. Political Science, University of Wisconsin-Madison, 1998; M.A., University of Wisconsin-Madison, 1989; B.A., University of Ankara, Turkey, 1987.

Professor, University of Utah, 1998-present.

Turkey

Turkish (native), Uzbek (conversational), Kazak (conversational), Azerbaijani (conversational).

100%

Introduction to Islam; Introduction to Comparative Politics; Comparative Politics of the Middle East; Religion and Politics; Nationalism and Ethnic Conflict; Turkish Politics; Islam and Politics/Democracy.

Islam and the public sphere; forms of violence in the post-Ottoman space; nation building and homogenization in the Balkans and the Caucasus.

Turkey's July 15th Coup: What happened and why? (University of Utah Press, 2017); with Feroz Ahmad, eds, War and Collapse: World War I and the Ottoman State (Salt Lake City: University of Utah Press, 2015); Islamic Political Identity in Turkey (Oxford University Press, 2003); Secularism and Muslim Democracy in Turkey (Cambridge University Press, 2009); with Peter Sluglett, eds. Diplomacy and War: 1877-78 Russo-Ottoman Wars and the Treaty of Berlin (University of Utah Press, 2011); with Isa Blumi, eds., War and Diplomacy: The Russo-Turkish War of 1877-1878 and the Treaty of Berlin (Salt Lake City: University of Utah, 2013).

3 PhD. (completed).

Tanner Fellow, Tanner Humanities Center, 2014; University of Utah, College and Behavioral Science Superior Research Award, 2009.

Yi, Jaehee	College of Social Work (Assistant Professor, untenured)
Education:	Ph.D., University of Southern California, Social Work; MSW, University of Michigan
Academic Experience:	Assistant Professor, University of Utah, College of Social Work 2011-Present; Instructor, University of Southern California, College of Social Work, 2007-2010
Overseas Experience:	Korea, China
Asian Languages:	Korean (native), Spanish (Conversational)
% of time Asian Studies:	50%
Specialization:	Cancer and trauma survivorship in Asia and US
Recent Publications:	Yi, J. Kim, J. H., & Tian, T., (2017). Social aspects of resilience in pediatric cancer survivorship In Nelson, L., & Walker, L., (Eds.). <i>Flourishing in Emerging Adulthood: Positive Development During the Third Decade of Life</i> . Oxford Volume; Zamora, E., Yi, J., Akter, J., Kim, J., Warner, E. L., & Kirchhoff, A. (2017). Having cancer was awful but also something good came out: Post-traumatic growth among adult survivors of pediatric and adolescent cancer. <i>European Journal of Oncology Nursing</i> , 28, 21-27; Kim, M. A., Yi, J., Sang, J., Kim, S., & Heo, I. (2016). Experiences of Korean mothers of children with cancer: A photovoice study. <i>Journal of Psychosocial Oncology</i> , 35(2), 128-147; Yi, J., Kim, M. A., Choi, K., Kim, S., & O'Connor, A. (2016). When does compassion fatigue hit social workers? Caring for oncology patients in Korea. <i>Qualitative Social Work</i> , 1-8.
Grad Advising 2014-18:	2 Ph.D. (Completed); 7 Ph.D. (In Progress).
Distinctions:	Dean's Scholar in Social Work, University of Southern California, Fellowship with the International Women Leaders Program at Ministry of Gender Equality, Korea (2003)
Yusaf, Shundana	School of Architecture (Assistant Professor, untenured)
Education:	Ph.D. Architectural History and Theory, Princeton University, 2011; SMArchS, MIT, 2001; B.A. Architectural Design, National College of Arts, Pakistan, 1993.
Academic Experience:	Assistant Professor, University of Utah, 2012-present; Architectural Consultant, Primary Ed Program, Peshawar, 1995-1997.
Overseas Experience:	Pakistan, India, Iran, Thailand, Singapore.
Asian Languages:	Pashto (native), Urdu (native); Persian (intermediate).
% of time Asian Studies:	55%
Asian Courses Taught:	Introduction to Architecture; History of World Architecture; Islamic Architecture in a Global Perspective.
Specialization:	19 th and 20 th century Islam, South Asia and Iran.
Recent Publications:	The Resonant Tomb in the Indo-Persian World, 1800 CE to Present (Preliminary research) <i>Archipedia: Utah's 100 Most Important Architectural Sites</i> (Charlottesville: University of Virginia Press and SAH: 2016 & 2017); <i>Broadcasting Buildings: Architecture on the Wireless, 1927-1945</i> (Cambridge: MIT Press, 2014); "Decolonializing Architectural Pedagogy," <i>ACSA Working Papers</i> , 2018 (Held for a Forthcoming Book length Manual).
Distinctions:	Fulbright Scholars Research Grant for research in South and Central Asia, 2017; American Institute of Pakistan Studies, Travel Grant, 2017; Graham Foundation Stipend for Dialectic II, 2013; Paul Mellon Fellowship in British Art and Architecture for Dissertation Writing, 2007; Special Stipend for Studies in Islamic Architecture, Aga Khan Program for Islamic Architecture, 2001.

Zhao, Wei (Windy)	School of Architecture (Research Assistant Professor)
Education:	Ph.D., University of Illinois at Urbana-Champaign, IL, 2015; M.A., Syracuse University, NY, 2003; BA, Tsinghua University, Beijing, China, 2000.
Academic Experience:	Research Assistant Professor, University of Utah (2018-Present); Postdoctoral Fellow, University of Utah (2015-17); Instructor, Lanzhou Jiaotong University (2014); Teaching Assistant & Studio Instructor, University of Illinois at Urbana-Champaign (2012-13); Lecturer, Iowa State University (2008-10); Research Fellow, Tsinghua University (2007-08); Teaching Assistant, Syracuse University (2000-03); Invited critic at various universities (2004-09).
Overseas Experience:	Rome, China.
Asian Languages:	Chinese (native).
% of time Asian Studies:	75%
Asian Courses Taught:	Culture and Heritage in China, CLAC Culture and Heritage in China; Go Learn study tour to China focusing on cultural tradition and vernacular built environment.
Specialization:	Social and cultural factors of the built environment; Heritage studies.
Recent Publications:	Zhao, Wei. "From Sacred Wu-Yue to 'The Centre of Heaven and Earth': Constructing an Imperial Landscape and a Global Heritage in China. <i>Verge: Studies in Global Asias</i> . Submitted for review; Zhao, Wei. "The Creation of the Past and Interpretation in the Present: The Selective Construction of the Intangible Heritage of the Legend of Hu." <i>Asian Ethnology</i> . Submitted for review; Zhao, Wei. "Seasonal Hotel."
Distinctions:	Community Engaged Scholarship Grant, University of Utah, 2018; Postdoc Travel Assistance Award, University of Utah, 2017; Faculty Research Travel Grant, University of Utah Asia Center, 2016; University of Utah Research and Creative Grant, 2016-18; SAH Opler Electronic Membership Grant, 2016; CGS/ProQuest Distinguished Dissertation Award (Nominated), 2015.
Zhou, Yu	Department of Family and Consumer Studies (Associate Professor, tenured)
Education:	Ph.D., University of Southern California (Urban Planning), 2005; M.A., Virginia Polytechnic Institute, 1999; B.A., Beijing Jiaotong University, 1996.
Academic Experience:	Associate Professor, the University of Utah (2012-Present); Director of Financial Planning Program, FCS, the University of Utah (2014-Present); Faculty Affiliate, the Asia Center, the University of Utah (2011-Present); Assistant Professor, FCS, the University of Utah (2005-12); Part Time Instructor, School of Policy, Planning, and Development (Price School of Public Policy), University of Southern California (2003-05); Research Assistant and Research Associate, Population Dynamics Research Group, University of Southern California (1999-2005); Research Assistant, Virginia Tech (1997-99).
Overseas Experience:	China, Taiwan, Hong Kong.
Asian Languages:	Mandarin Chinese (native).
% of time Asian Studies:	25%
Asian Courses Taught:	Housing Policy, Analyzing Community Growth.
Specialization:	Housing, rural-urban migration, and regional development in China.
Recent Publications:	"Internet access, spillover and regional development in China." Juan Lin, Zhou Yu, Yehua Dennis Wei, Mingfeng Wang, 2017, in <i>Sustainability</i> ; "Macro effects on the household formation of China's young adults—demographics, institutional factors, and regional differences." Zhou Yu, in <i>International Journal of Housing Policy</i> ; "Amenity, accessibility and housing values in metropolitan USA: A study of Salt Lake County, Utah." Han Li, Yehua Dennis Wei, Zhou Yu, Guang Tian, in <i>Cities</i> , V.59, 113–125, 2016; "Immigrant Housing: Growing Demand and Increasing Uncertainty." Zhou Yu, in "The Blackwell Encyclopedia of Race, Ethnicity and Nationalism," edited by Xiaoshuo Hou, Wiley-Blackwell, 2015;
Grad Advising 2014-18:	Complete: 2 Ph.D., 1 M.S.; In progress: 2 Ph.D.

ASIA CENTER STAFF

Cheney, Patrick

Asia Center (Scholarship and Events Coordinator)
 Education: MA, University of Utah (Latin American Studies) 2017; BA, University of Utah (International Studies, Political Science) 2010
 Academic Experience: Academic Coordinator, Center for Latin American Studies (2018), Scholarship and Events Coordinator, University of Utah (2018-Present)
 Overseas Experience: Mexico, Argentina, Paraguay
 Languages Spoken: Spanish (Advanced), Nahuatl (Advanced), Guarani (Advanced)
 % of Time Asian Studies: 40%
 Distinctions: Student of the Year, Latin American Studies (2017), Foreign Language and Area Studies (FLAS) Fellowship (2015-2016, Summer 2016, 2016-2017, Summer 2017)

Fame Kao, Shin Chi

Asia Center (K-12 Chinese Outreach Coordinator)
 Education: MS in Hotel Administration, University of Strathclyde, UK (1992); Bachelor of Business Administration, National Chengchi University (Accounting), Taiwan (1989)
 Academic Experience: Chinese K-12 Outreach Coordinator, Confucius Institute, Asia Center, University of Utah (2015-Present); Coordinator of 7th-9th Grade Chinese Dual Language Immersion (DLI) Program, Utah State Board of Education (2016-Present); AP Chinese Language and Culture Exam Reader, College Board (2008-2013; 2017-Present); ACTFL Chinese Oral Proficiency Interview Tester (2016-Present); Chinese DLI 5th Grade Teacher, Draper Elementary School, UT (2013-2015); Chinese Language Teacher, Palos Verdes High School, CA (2007-2013); Lecturer, National Kaohsiung University of Hospitality and Tourism, Taiwan (1996-2000)
 Overseas Experience: Taiwan, Switzerland, United Kingdom, China
 Languages Spoken: Chinese (Mandarin) (Superior), Chinese (Taiwanese Dialect) (Advanced), English (Advanced)
 % of time Asian Studies: 100%

Garner, Bryce

Education:

Academic Experience:

Overseas Experience:

Languages Spoken:

% of Time Asian Studies:

Distinctions:

Asia Center (Associate Director, Administration)

MPA, University of Utah (2017); BA, University of Utah (History, Asian Studies) 2005

Associate Director, Administration, Asia Center (2017-Present); Administrative Manager, Asia Center (2014-2017); Administrative Officer, Asia Center (2012-2014); Academic Coordinator, Asia Center, University of Utah (2010-2012)

Cambodia, Central America, China, Japan, Vietnam, Thailand, Myanmar

Chinese (Mandarin) (intermediate), Japanese (advanced), Vietnamese (advanced)

40%

College of Humanities Partnership Board Staff Excellence Award 2018, College of Humanities Staff Council Staff Excellence Award 2014

Glenn, Ashley

Education:

Academic Experience:

Overseas Experience:

Languages Spoken:

% of Time Asian Studies:

Distinctions:

Asia Center (Academic Advising Coordinator)

MA in History (Colonialism & Imperialism), University of Utah (2012); BA in English and History, University of Utah (2008)

Academic Advising Coordinator, Graduate and Undergraduate Advising, Asia Center (2016-Present); Undergraduate Academic Advisor, Asia Center (2014-2016); Learning Abroad Coordinator, Learning Abroad Office (2013-2014)

Cambodia, China, Vietnam, Spain, Portugal, Germany, Czech Republic, Ecuador

Chinese (Mandarin) (advanced)

45%

National Academic Advising Association (NACADA), Outstanding New Advisor 2017; University of Utah Academic Advising Association (UAAC), Outstanding New Advisor 2016; College of Humanities Steller Staff Award 2015

Hoffmann, Christy
Asia Center (Academic Advisor)
 Education: MA, University of Oregon (English), 2016; BA, Brigham Young University-Hawai'i (International Cultural Studies: World Humanities and Culture), 2011
 Academic Experience: Academic Advisor, Asia Center (2017-present); Writing Instructor, University of Oregon (2014-2016), Adjunct Faculty (English, Intercultural Communication), Brigham Young University-Hawai'i (2012, 2013-2014)
 Overseas Experience: United Kingdom, Republic of Ireland
 Languages Spoken: Hawaiian (intermediate)
 % of Time Asian Studies: 45%

Lara, Maria
Asia Center (Academic Advisor)
 Education: MPA, University of Utah (2020); BA, University of Utah (International Studies, Spanish Teaching, TESOL Certificate) 2014
 Academic Experience: Academic Advisor, Asia Center (2015-Present); Recruitment Advisor, Salt Lake Community College (2014-2015)
 Overseas Experience: Columbia, Cuba, Ecuador, France, Italy, Mexico, Spain, Switzerland
 Languages Spoken: Spanish (native), French (beginner)
 % of Time Asian Studies: 30%
 Distinctions: Outstanding Experienced Academic Advisor Awards Nominee 2018

Marzulli, Luciano	Asia Center (K-16 Outreach Coordinator)
Education:	MA, University of Utah (Education) 2006; BA, University of Utah (History) 2003
Academic Experience:	K-16 Outreach Coordinator, Asia Center (2015-Present); Diversity Director, Westminster College, Salt Lake City Utah (2012-2015) Academic Program Coordinator, Center for Ethnic Student Affairs, University of Utah (2006-2012)
Overseas Experience:	France, Guatemala, Italy, Mexico
Languages Spoken:	French (novice) Italian (novice) Nahuatl (intermediate), Spanish (advanced)
% of Time Asian Studies:	40%
 Neofitos, Angeliki	 Asia Center (Programs Assistant)
Education:	BA, University of Utah (International & Area Studies) 2016
Academic Experience:	Programs Assistant, Asia Center (2017-Present); Hinckley Institute of Politics Student Ambassador (2014-2016); iMentor Peer Advisor, Office of Global Engagement (2012-2014)
Overseas Experience:	Greece, Jordan, Panama
Languages Spoken:	Arabic (conversational), Greek (native), Spanish (advanced)
% of Time Asian Studies:	40%
Distinctions:	International & Area Studies – Student of the Year Award 2016

J. WILLARD MARRIOTT LIBRARY STAFF

Brady, Frederick

Education:

Overseas Experience:

Asian Languages:

% of time Asian Studies:

Specialization:

Recent Publications:

Marriot Library (Senior Library Specialist)

MLS Brigham Young University (Library Science), 1981; M.A., Sophia University International College, Tokyo (East Asian Studies), 1979; B.A. Brigham Young University (Asian Studies/Japanese, Honors Program) 1976.

China, Japan Korea.

Japanese (fluent), Chinese (reading), Korean (reading).

100%

Library Science, East Asian Collections.

Contributor, *Oxford concise dictionary of first names* (2002); Contributor, *Oxford dictionary of North American family names* (2002); Advisor and primary contributor, *Asian American genealogical sourcebook* (Detroit: Gale. Research, 1995); Article in *Taking the Gospel to the Japanese*, Van Gessel (BYU Press, 2006).

Chiarelli, Leonard

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of time Asian Studies:

Specialization:

Recent Publications:

Marriott Library (Associate Librarian)

MLS, Emporia State University, 1999; Ph.D., History, University of Utah, 1986; M.A. History, University of Utah, 1977; B.A. History, Pace University, 1965.

Associate Librarian, University of Utah, 2007-present; Assistant Librarian, University of Utah, 2001-2007.

Egypt, Tunisia, Sicily

Arabic (fluent); French, Portuguese, Spanish (reading)

100%

Middle East.

The History of Muslim Sicily (Midsea Books, 2011); "Immigration and Settlement in Islamic Sicily," *Qantara* (2009); "Arzaw," *Encyclopedia of Islam*, 3rd Ed (2009); "The Presence of the Ibadiyah in Muslim Sicily" *Bulletin of the Royal Institute for Inter-faith Studies* 7 (2005); "The Ibadiyah in Muslim Sicily", *al-'Usur al-Wusta* 16 (April 2004): 11-17; "The Papyrus/Paper Collection Of the Aziz S. Atiya Middle East Library", in the *Winter 2005 Newsletter of the Society for the Medieval Mediterranean* (University of Leeds, U.K.

Distinctions:

Award for "Contributions to the Study of Islamic Medicine," Islamic Medical Association, 1997.

Fanning, Darby L.	Marriott Library (Assistant Librarian, Education Services, untenured)
Education:	MLS, Indiana University (2005); MA, University of Arizona (2001); BA, Moscow State University (1999); BA, University of Florida (1998)
Academic Experience:	Assistant Librarian, Education Services, J. Willard Marriot Library, University of Utah 2009-present; Ivy Tech Librarian, University Library of Columbus Ivy Tech Community College, 2006-2009; Visiting Assistant Librarian, Indiana University, 2006.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent)
% of time Asian Studies:	25%
 Paiva, Marie	 Marriott Library (Associate Librarian)
Education:	MA, Anthropology; MA, Library and Information Science.
Academic Experience:	Associate Librarian over Asia collection
% of time Asian Studies:	25%
Specialization:	Library science and information service.
Distinctions:	Member, East Asia Subcommittee of the International Relations Committee, American Library Association; Moderator, panel on Chinese libraries, American Library Association annual conference, Las Vegas, NV, June 2014.

APPENDIX 2B: BRIGHAM YOUNG UNIVERSITY FACULTY/STAFF LIST

<u>Individual</u>	<u>Department</u>	<u>Page</u>
Hyer, Eric A.	Department of Political Science (Associate Professor, tenured)	1
Andrus, Edwin	Department of Anthropology (Adjunct Assistant Professor, untenured)	2
Arthur, Ronald	Asian and Near Eastern Languages Department (Instructor, untenured)	2
Augustine-Adams, Kif	J Reuben Clark Law School (Professor, tenured)	3
Badamjav, Odgerel	Center for Language Studies (Instructor, untenured)	3
Biak, Juno	Asian and Near Eastern Languages Department (Assistant Professor, untenured)	4
Baird, Victoria	Germanic and Slavic Languages Department (Instructor, untenured)	4
Balling, Richard J.	Department of Civil and Environmental Engineering (Professor, tenured)	5
Belnap, Robert K	Asian and Near Eastern Languages Department (Professor, tenured)	5
Borup, Brett M.	Department of Civil & Environmental Engineering (Associate Professor, tenured)	6
Bourgerie, Dana	Asian and Near Eastern Languages Department (Associate Professor, tenured)	6
Bowen, Donna Lee	Department of Political Science (Professor, tenured)	7
Bown, Jennifer	Department of Germanic and Slavic Languages (Assistant Professor, untenured)	7
Bradford, Scott C.	Department of Economics (Associate Professor, tenured)	8
Brattos, Alexandra	German and Slavic Language Department (Instructor, untenured)	8
Brown, Newel Anthony	Department of Germanic and Slavic Languages (Assistant Professor, untenured)	9
Burton, Greg	Marriott School of Management (Associate Professor, tenured)	9
Bybee, Rosemarie J	Center for Language Studies (Instructor, untenured)	10
Carroll, Tahira	Center for Language Studies (Instructor, untenured)	10
Chadwick, Jeffrey R.	Department of Religious Education (Professor, tenured)	11
Christensen, Matthew	Asian and Near Eastern Languages Department (Associate Professor, tenured)	11
Christensen, Ray	Department of Political Science (Associate Professor, tenured)	12
Clark, Elizabeth	J Reuben Clark Law School (Professor, tenured)	12
Conklin, Finau	Center for Language Studies (Instructor, untenured)	13
Cooper, Glen M.	Department of History (Assistant professor, untenured)	13
Cooper, Scott B.	Department of Political Science (Associate Professor, tenured)	14
Crookston, Benjamin	Department of Health Sciences (Associate Professor, untenured)	14
Damron, Julie Ann	Asian and Near Eastern Languages Department, (Associate Professor, untenured)	15
Daniels, Lee	Marriot School of Management (Associate Professor, tenured)	15
Davis, James A	Department of Geography (Associate Professor, tenured)	16
Davis, Timothy M.	Asian and Near Eastern Languages (Adjunct Assistant Professor, untenured)	16
Duan, Zhidan Diana	Department of History (Assistant professor, untenured)	17
Durham, W Cole	J Reuben Clark Law School (Professor, tenured)	17
Dyer, Jeffrey H.	Marriot School of Management (Professor, tenured)	18
Emmer, Janalee	BYU Museum of Art, Head of Education	18
Emmett, Chad F.	Department of Geography (Associate Professor, tenured)	19
Farahnakian, Hooshang	Center for Language Studies (Instructor, untenured)	19
Farahnakian, Mary	Theatre and Media Arts (Professor, tenured)	20
Fawcett, Stanley	Marriot School of Management (Professor, tenured)	20
Felt, D. Jonathan	Department of History (Assistant professor, untenured)	21
Finlayson, Cynthia S.	Department of Anthropology (Professor, tenured)	21
Gessel, Van C.	Asian and Near Eastern Languages Department (Professor, tenured)	22
Grimshaw, Jeremy	School of Music (Assistant Professor, untenured)	22
Hamar, Ann Marie	Department of Germanic and Slavic Languages (Instructor, untenured)	23
Hardy, Jeff	Department of History (Assistant Professor, untenured)	23
Harris, Ron	Department of Geology (Professor, tenured)	24
Hart, Craig H.	School of Family Life (Professor, tenured)	24
Hart, David K.	Department of Germanic and Slavic Languages (Professor, tenured)	25
Havea, Morris	Center for Language Studies (Instructor, untenured)	25

Hickman, Jacob	Department of Anthropology (Assistant Professor, untenured)	26
Hilton III, John	Department of Ancient Scriptures (Assistant Professor, untenured)	26
Hoffman, John P.	Department of Sociology (Professor, tenured)	27
Honey, David	Asian and Near Eastern Languages Department (Professor, tenured)	27
Huang, Jiamin	Department of Dance (Associate Professor, tenured)	28
Huynh, Thanh	Center for Language Studies (Instructor, untenured)	28
Ikuwa, Robert Lono	Center for Language Studies (Instructor, untenured)	29
Imvitaya, Kritsana	Center for Language Studies (Instructor, untenured)	29
Johnson, David J.	Department of Anthropology (Professor, tenured)	30
Justiniano, Nelia	Center for Language Studies (Instructor, untenured)	30
Jarvis, Jonathan A.	Department of Sociology (Assistant Professor, untenured)	31
Jensen, Kimball Maw	Department of Theater and Media Arts (Assistant Professor, untenured)	31
Kelly, Michael R.	Department of Germanic and Slavic Languages (Associate Professor, tenured)	32
Kim, Youngjoo	Asian and Near Eastern Languages (Instructor, untenured)	32
Koim, Tol	Center for Language Studies (Instructor, untenured)	33
Kuo, Li-Hui	Asian and Near Eastern Languages Department (Instructor, untenured)	33
Larsen, Kirk Wayne	Department of History (Associate Professor, tenured)	34
Lawrence, Keith A	Department of English (Associate Professor, tenured)	34
Lawson, Francesca	Department of Comparative Arts and Letters (Associate Professor, tenured)	35
Lee, Dah-Jye	Department of Electrical and Computer Engineering (Professor, tenured)	35
Lefgren, Julie	Asian and Near Eastern Languages Department (Instructor, untenured)	36
Lesa, Ta'au J	Center for Language Studies (Instructor, untenured)	36
Lesa, W Sei	Center for Language Studies (Instructor, untenured)	37
Liu, Chuck	Asian and Near Eastern Languages Department (Instructor, untenured)	37
Liu, Yu Rachel	Asian and Near Eastern Languages Department (Assistant Professor, untenured)	38
Lundberg, Grant H.	Department of Germanic and Slavic Languages (Associate Professor, tenured)	38
Magleby, Spencer P.	Department of Mechanical Engineering (Professor, tenured)	39
McBride, Richard D.	Department of Asian and Near Eastern Languages (Associate Professor, tenured)	39
Mecham, R. Quinn	Department of Political Science (Associate Professor, untenured)	40
Miller, J Scott	Asian and Near Eastern Languages Department (Professor, tenured)	40
Miller, Richard B.	Department of Family Life (Professor, tenured)	41
Money, R Bruce	Marriott School of Management (Professor, tenured)	41
Monson, Clark	Department of Geography (Assistant Professor, untenured)	42
Moody, Stephen J.	Asian and Near Eastern Languages (Assistant professor, untenured)	42
Mower, Gordon	Department of Philosophy (Associate Professor, tenured)	43
Mulia, Wendy K.	Center for Language Studies (Instructor, untenured)	43
Nelson, Brent E.	Department of Electrical and Computer Engineering (Professor, tenured)	44
Nelson, C. Riley	Department of Integrative Biology (Professor, tenured)	44
Nelson, David	Department of Family Life (Associate Professor, tenured)	45
Nielsen, Perpetua L.	Department of Statistics (Associate Professor, tenured)	45
Novilla, M. Lelinneth B.	Department of Health Sciences (Associated Professor, tenured)	46
Nuckolls, Charles W.	Department of Anthropology (Professor, tenured)	46
Okawa, Shizuka	Asian and Near Eastern Languages Department (Instructor, untenured)	47
Page, Randy	Department of Health Sciences (Professor, tenured)	47
Parker, Clay	Asian and Near Eastern Languages Department (Instructor, untenured)	48
Peterson, Mark A.	Asian and Near Eastern Languages Department (Associate Professor, tenured)	48
Phillips, Kerk	Department of Economics (Associate Professor, tenured)	49
Properzi, Mauro	Department of Religious Education (Associate professor, tenured)	49
Purves, Mark	Department of Germanic and Slavic Languages (Assistant Professor, untenured)	50
Reed, Andrew	Department of Religious Education (Assistant Professor, untenured)	50
Riep, Steven	Asian and Near Eastern Languages Department (Associate Professor, tenured)	51
Roberts, Brian R.	English Department (Assistant Professor, untenured)	51

Robins, Debra C	Asian and Near Eastern Languages Department (Instructor, untenured)	52
Roby, Jini L.	School of Social Work (Associate Professor, tenured)	52
Rutherford, Taunalyn	Department of Religious Education (Instructor, untenured)	53
Sanders, Scott R.	Department of Sociology (Associate Professor, tenured)	53
Scharffs, Brett Gilbert	J Reuben Clark Law School (Professor, tenured)	54
Seawright, Kristie K. W.	Marriot School of Management (Associate Professor, tenured)	54
Seipel, Michael Myong O.	School of Social Work (Professor, tenured)	55
Selway, Joel Sawat	Department of Political Science (Assistant Professor, untenured)	55
Sika, Sione	Center for Language Studies (Instructor, untenured)	56
Skabelund, Aaron	Department of History (Associate Professor, tenured)	56
Solovieva, Raissa V.	Department of Germanic and Slavic Languages (Associate Professor, tenured)	57
Stiles, Kendall W.	Department of Political Science (Professor, tenured)	57
Stone, Bernell K.	Department of Finance (Professor, tenured)	58
Stoneman, Jack	Asian and Near Eastern Languages (Associate Professor, tenured)	58
Tavana, Gaugau	Center for Language Studies (Instructor, untenured)	59
Theodore, Vance	Department of Religious Education (Instructor, untenured)	59
Thompson, Gregory A.	Department of Anthropology (Assistant Professor, untenured)	60
Toronto, James A.	Asian and Near Eastern Languages Department (Associate professor, tenured)	60
Wang, Shu-Pei	Asian and Near Eastern Languages Department (Assistant Professor, untenured)	61
Warnick, J Paul	Asian and Near Eastern Languages Department (Associate Professor, tenured)	61
Watabe, Masaji	Asian and Near Eastern Languages Department (Instructor, untenured)	62
Watabe, Masakazu	Asian and Near Eastern Languages Department (Professor, tenured)	62
White, Sara	Center for Language Studies (Instructor, untenured)	63
Wilkinson, Greg	Department of Religious Education (Associate professor, tenured)	63
Yamada, Marc	Humanities, Classics and Comparative Literature (Assistant professor, untenured)	64
Yamawaki, Niwako	Department of Psychology (Associate Professor, untenured)	64
Yoo, Jangsook	Asian and Near Eastern Languages (Instructor, untenured)	65
Kennedy Center Administrators/Staff		
Elliot, Timothy Lynn	Director of International Programs	65
Forste, Renata	Director and Associate International Vice President	66
Leonard, Cory	Associate Director--Outreach Coordinator and Publications	66
Mayo, James	NRC/FLAS Coordinator	67
Center for Language Studies Administrators		
Brazzele, Rebecca	Assistant Director	67
Clifford, Ray T.	Director and Associate Dean, College of Humanities	68
Harold B. Lee Library Staff		
Edlund, Thom	Senior Librarian	68
King, Gail Kathryn O	Senior Librarian	69
Lamb, Connie	Senior Librarian	69

BYU CONSORTIUM CO-DIRECTOR**Hyer, Eric A.**

Education:

Department of Political Science (Associate Professor, tenured)

Ph.D., Columbia University, 1990; M.Phil., 1983; East Asian Institute Certificate, 1982; M.A., 1981; B.A., Brigham Young University, 1979; Beijing Language Institute, 1980; Waseda University, International Division, Tokyo, Japan, 1976-1977; National Taiwan Normal University Mandarin Center, Taipei, Taiwan, 1971-1972.

Academic Experience:

Associate Professor, Department of Political Science, BYU; Asian Studies Coordinator 2008-present; Faculty Director, Washington Seminar, 1992, 2007-08; Asian Studies Curriculum Committee, 2002-2007; Associate Chair, Department of Political Science, 2002-2005; College Curriculum and Teaching Committee, 2002-2005; University Special Country Focus Committee- China, 1999-2007; Director of Graduate Studies, 1996-1999; College International Relations Curriculum Committee, 1994-1995; Faculty Advisor, Model United Nations program, 1989-1992; Member, Graduate Advisory Committee, 1990-1995; Coordinator, International Relations Major, 1990-1995; Director, Nanjing Study Abroad, May-June, 1990, 1999; Beijing Study Abroad, June-August, 2010, 2011, 2012; Adjunct Lecturer, United States Army Sergeants Major Academy, Fort Bliss, Texas, 1982-90; Lecturer, Hunter College of the City University of New York, Department of Political Science, 1985-1987; Instructor, Department of Asian and Slavic Languages, Brigham Young University, 1978-1979.

Overseas Experience:

China, Taiwan, Korea, India, Vietnam, Cambodia, Thailand, Singapore

Asian Languages:

Mandarin (fluent), Japanese (conversational and reading ability)

% of time Asian Studies:

100%

Asian Courses taught:

Chinese Government and Politics, Chinese Foreign Policy, International Relations of Asia, Chinese Politics and Culture, U.S. East Asia Policy; Introduction to International Politics, Principles of International Relations, International Conflict

Specialization:

Chinese politics and foreign policy; Chinese politics and culture, ethnic and nationalities issues, boundary disputes and settlements

Recent Publications:

"The Strategic and Regional Context of the Sino-Indian Border Conflict: China's Policy of Conciliation with its Neighbors" in *The Sino-Indian War of 1962: New Perspectives* eds. Amit R. Das Gupta and Lorenz M. Luthi (Routledge, 2017); "China's Policy of Conciliation and Reduction (Sanhe Yishao) and its Impact on Boundary Negotiations and Settlements in the Early 1960s," *Cold War International History Project Working Paper #85* (2017); "Analyzing China's Foreign Policy: Domestic Politics, Public Opinion and Leaders," in *China's Strategic Priorities*, eds. Jonathan H. Ping and Brett McCormick (Routledge, 2016); *The Pragmatic Dragon: China's Grand Strategy and Boundary Settlements* (University of British Columbia Press, 2015). "China's Increasingly Complex Foreign Policy Process and its Impact on China's Foreign Policy," (with Zhang Qingmin) in *China's Strategic Priorities* (2014). "Alternative Perspectives on U.S.-China Relations" in *The PRC at 60: Internal and External Challenges* (2011); "Sinocentrism and the National Question in China" *Nations and Their Histories: Constructions and Representations* (2009); "China's Policy toward Uighur Nationalism," *Journal of Muslim Minority Affairs* (2006).

Distinctions:

Council on Foreign Relations, International Affairs Fellow, 2019-19; Chiang Ching-kuo Foundation for International Scholarly Exchange grant, 2013; University of Hawaii, East-West Center Asian Studies Development Program, Korean Studies Seminar, May-June 2004; Pi Sigma Alpha Distinguished Political Science Faculty Award, 1990-1991, 2002-03; Fulbright Scholar, Foreign Affairs College, Beijing, China, 1995-1996; Pew Faculty Fellow in International Affairs, The John F. Kennedy School of Government, Harvard University, 1994-1995; Stanford University East Asia National Resource Center Travel Grant, 1993; Atlantic Council Young Scholars NATO-Berlin Seminar, October 1989; Member, United States Army Sergeants Major Academy Gallery of Honor, inducted 1985; V.K. Wellington Koo Fellowship in East Asian International Relations, Columbia University, 1984-1985; International Fellow, Columbia University, 1982-1983; FLAS Fellowship, Columbia University, 1982-1983; Member, United States Department of Education delegation of Chinese Language Teachers to the People's Republic of China, July-Aug. 1980.

BYU FACULTY

Andrus, Edwin

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Department of Anthropology (Adjunct Assistant Professor, untenured)

M.A., Brigham Young University (Anthropology), 1973.

Instructor, Anthropology, BYU and Utah Valley University

China, Hong Kong, India, Japan, Taiwan,

Cantonese (fluent) Mandarin (conversational and reading ability)

100%

Chinese Culture and Society, Indian Culture and Society; Japanese Culture and Society; Oceania Culture and Society; Religious Systems: Myths and Magic; Food and Culture (Asia emphasis); Globalization and Business (Asia emphasis)

East Asia, South Asia, Oceania, business, religion

Arthur, Ronald

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Asian and Near Eastern Languages Department (Instructor, untenured)

B.A., Brigham Young University (Japanese, Humanities).

Instructor, Asian and Near Eastern Languages (Japanese)

Japan

Japanese (fluent)

Mandatory departmental pedagogy training held each semester

100%

Japanese Reading and Culture

Japanese Language

Augustine-Adams, Kif	J Reuben Clark Law School (Professor, tenured)
Education:	JD, Harvard University, 1992; B.A., Brigham Young University, 1988.
Academic Experience:	Professor, Brigham Young University; Fulbright Scholar, People's University, China (2014), Visiting Professor of Law, Peking University School of Transnational Law, China, 2009; Visiting Professor of Law, Boston College, 2007-2008;
Overseas Experience:	China
% of time Asian Studies:	75%
Asian Courses Taught:	Public International Law, Law School Seminar
Specialization:	Citizenship, Race, Gender Issues, Chinese Diaspora
Recent Publications:	"Marriage and Mestizaje, Chinese and Mexican: Constitutional Interpretation and Resistance in Sonora, 1921-1935," <i>Law & History Review</i> 29, no. 2 (2011); (2009). "Making Mexico: Mexican Nationality, Chinese Race, and the 1930 Population Census," <i>Law & History Review</i> 27, no. 1 (2009).
Distinctions:	Charles E. Jones Professor of Law, J. Reuben Clark Law School, 2007-Present; Fulbright Distinguished Chair, Renmin University School of Law, Beijing, China, 2013-2014; Annual Teaching Award, BYU Faculty Women's Association, 2011; Fulbright Scholar, Researcher/Lecturer, University of Buenos Aires, 2003.
Badamjav, Odgerel	Center for Language Studies (Instructor, untenured)
Education:	B.S., Brigham Young University (Microbiology), 2007.
Academic Experience:	Instructor, Center for Language Studies, Brigham Young University
Overseas Experience:	Mongolia
Asian Languages:	Mongolian (native), Russian (speaking and writing)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Mongolian
Specialization:	Mongolian Language

Baik, Juno	Department of Asian and Near Eastern Languages (Assistant Professor)
Education:	Ph.D., Kyung Hee University (Applied Linguistics), 2014; M.A., Kyung Hee University (Applied Linguistics), 2010; B.A., Konkuk University (Physics), 2002.
Academic Experience:	Assistant Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2018–Present; Visiting Assistant Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2014–2017; Lecturer, Humanities College, Kyung Hee University, 2010–2013; Special Lecturer, The Seoul Metropolis, 2011
Overseas Experience:	Korea, Australia, Italy
Asian Languages:	Korean
Asian Courses taught:	KOREA 202, Second-Year Korean 2; KOREA 301, Third-Year Korean 1; KOREA 311R, Third-Year Conversation; KOREA 321, Selected Readings of Modern Korean; KOREA 401, Fourth-Year Korean 1; BUS M596 R, Business Korean;
Specialization:	Second Language Acquisition; Cognitive Linguistics
Recent Publications:	Articles: “Cognitive factors and spoken syntactic development of L2 Korean learners: Regularities and variations.” <i>Korean Journal of Applied Linguistics</i> 33 (2017); “The correlation between learners’ psychological and social factors and syntactic complexity of L2 Korean speaking.” <i>Journal of Korean Language Education</i> 28 (2017); “Cognitive and affective factors on second language acquisition: A structural equation model.” <i>Korean Journal of Applied Linguistics</i> 32 (2016); “Rethinking the complexity of written production by learners of Korean.” <i>Discourse and Cognition</i> 22 (2015); “Cognitive correlates of complexity, accuracy, and fluency in L2 spoken and written production.” <i>Korean Journal of Applied Linguistic</i> 30 (2014).
Baird, Victoria	Germanic and Slavic Languages Department (Instructor, untenured)
Education:	M.A., Brigham Young University (Language Acquisition and Teaching/ Russian), 2007; M.A., Brigham Young University (TESOL), 2005; B.A., Brigham Young University (International Relations), 1999.
Academic Experience:	Instructor, Department of Germanic and Slavic Languages, Brigham Young University
Overseas Experience:	Russia
Asian Languages:	Russian (Native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	First-Year Russian, Second-Year Russian, Russian Culture.
Specialization:	Foreign-language teaching (Russian).

Balling, Richard J	Department of Civil and Environmental Engineering (Professor, tenured)
Education:	Ph.D., University of California, Berkeley (Engineering), 1982; M.S., University of California, Berkeley (Engineering), 1979; B.S., University of Utah (Civil Engineering and Mathematics), 1978.
Academic Experience:	Professor, Associate Professor, Assistant Professor, Civil and Environmental Engineering, BYU.
Overseas Experience:	China.
% of time Asian Studies:	25%
Asian Courses Taught:	Mega structures in China (Nanjing Study Abroad)
Specialization:	Mega structures, globalization of engineering
Recent Publications:	"Second Order Analysis of Plane Frames with One Element Per Member," <i>American Society of Civil Engineers</i> (2011). "Tall Buildings + Skybridges + Envelope + Green = Greenplex: A Sustainable Urban Paradigm for the 21 st Century," <i>CTBUH World Conference</i> (2011). "China Megastructures: A Different Capstone Experience" in <i>ASCE 19th Analysis and Computation Structures Congress. American Society of Civil Engineers</i> (2010).
Distinctions:	ASCE State-of-the-Art Award 2004; ASCE State-of-the-Art Award 1998; AIAA Survey Paper Citation 1996.
Bellnap, Robert K	Asian and Near Eastern Languages Department (Professor, tenured)
Education:	Ph.D., University of Pennsylvania (Linguistics), 1991; M.A., Brigham Young University (Language Acquisition/Arabic), 1986; B.A., Brigham Young University (Linguistics), 1983.
Academic Experience:	Professor, Brigham Young University; Section Head, Arabic Section; Committee Chair; Advancement Committee.
Overseas Experience:	Egypt, Israel, Jordan.
Asian Languages:	Arabic (fluent), Turkish (conversational)
% of time Asian Studies:	100%
Asian Courses Taught:	First-Year Arabic, Second-Year Arabic, Third-Year Arabic, Spoken Arabic- Egyptian, Arabic Language Teaching Methods, Advanced Arabic Conversation, Advanced Spoken Arabic, Current Events in Arabic, Advanced Arabic Grammar, Directed Studies in Arabic, Advanced Studies an Arabic, Special Studies in Arabic, Second Year Turkish, Capstone Arabic, Technical Listening and Speaking Skills.
Specialization:	Arabic Language and Culture
Recent Publications:	<i>Middle East Language Learning in U.S. Higher Education</i> (Provo, Utah: National Middle East Language Resource Center, 2011); "Social Network Formation and Development during Study Abroad in Egypt and Jordan." <i>Elsevier</i> 41 (2013): 269-282; "Social network development, language use, and language acquisition during study abroad: Arabic language learners' perspectives," <i>Office of Global Education</i> 22, (2012): 84-110; "¿No es hora de una 'Primavera del Árabe'?" in <i>Afkar / Ideas</i> (Madrid: Estudios de Política Exterior, 2011).
Distinctions:	Distance Education Course Award (K-12), University Continuing Education Association (2010); Title VI Foreign Language Area Studies Fellowship, Middle East Center, University of Pennsylvania (1987).

Borup, Brett M.	Department of Civil & Environmental Engineering (Associate Professor, tenured)
Education:	Ph.D., Clemson University (Engineering), 1985; M.S., Utah State University (Engineering), 1983; B.S., Humboldt State University (Environmental Resources Engineering), 1980.
Academic Experience:	Associate Professor, Brigham Young University; Assistant Professor, Brigham Young University; Assistant Professor, Tennessee Technological University
Overseas Experience:	China
% of time Asian Studies:	25%
Asian Courses Taught:	China Study Abroad
Recent Publications:	"Water Reuse Using Drip Irrigation and Micro-Sprinklers," <i>Proceedings: World Environmental and Water Resources Conference</i> (2007); "A Quantitative Method for Analyzing Taste and Odor Causing Compounds in Water," <i>Proceedings, Third International Conference on Environmental Science and Technology</i> (2007); Drinking Water Regulation and Resource Allocation, <i>Proceedings of the International Conference on Environmental Science and Technology</i> (2006).
Specialization:	China, environmental engineering
Distinctions:	Region 8 Outstanding Faculty Advisor, American Society of Civil Engineers, 2007; Faculty Advisor Letter of Commendation, American Society of Civil Engineers, 2006, 2008
Bourgerie, Dana S.	Department of Asian and Near Eastern Languages (Professor and Chair)
Education:	Ph.D., The Ohio State University (East Asian Languages and Literatures), 1990; M.A., The Ohio State University (East Asian Languages and Literatures), 1987; B.A., University of Minnesota (Linguistics and Chinese), 1982.
Academic Experience:	Professor, Department of Asian and Near Eastern Languages, Brigham Young University, Visiting Professor, College of Education, Paññāsāstra University of Cambodia, Fall 2014; Director, National Chinese Flagship Center, Brigham Young University (NSEP Grant), 2002–2013; President, Chinese Language Teachers Association, 2003; Director, Cantonese Language Association, 1994–2000; Visiting Fulbright Scholar, The Chinese University of Hong Kong, 1988–1989.
Overseas Experience:	Cambodia, China, Hong Kong, Taiwan, Thailand, Vietnam
Asian Languages:	Mandarin and Cantonese (fluent), Japanese (conversational and reading ability), Khmer and Thai (basic)
Asian Courses taught:	First Year Mandarin Chinese; Second Year Mandarin Chinese; Structure of the Chinese Language; Survey of Chinese Linguistics; Teaching Chinese: Methods, Procedures and Materials; Beginning and Intermediate Cantonese; Seminar on Chinese Dialects; Senior Seminar on Chinese Linguistics.
Specialization:	Sociolinguistics and Language Variation; Chinese Dialects; the Language of the Chinese Diaspora (Southeast Asia and Polynesia); Language Pedagogy and Language Acquisition; Corpus Linguistics and Chinese Classifiers Systems.
Recent Publications:	"Education in the Cambodia Chinese Diaspora," <i>The Routledge Handbook of Heritage Language Education</i> (New York: Routledge, 2017); <i>Mastering Chinese Through Global Debate</i> (Washington, D.C.: Georgetown University Press, 2011); "Chinese for Special Purposes: Individualized Instruction as a Bridge to Overseas Direct Enrollment." <i>To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second Language Ability</i> (Washington, D.C.: Georgetown University Press, 2014).
Distinctions:	James Barker Lectureship. (November 2017) College of Humanities, Brigham Young University. Editorial Board Member, <i>Journal of the Chinese Language Teachers Association</i> , 2015–Present; Executive Director, The Language Flagship Partnership, Non-Profit Group for National Flagship Standards and Membership; Honorary Professor of Chinese, Nanjing University (2008–2011). Ludwig-Weber-Siebach Professorship, Brigham Young University (2002–2007).

Bowen, Donna Lee	Department of Political Science (Professor, tenured)
Education:	Ph.D., University of Chicago; M.A., University of Chicago; B.A., University of Utah (Political Science).
Academic Experience:	Professor, Brigham Young University; Middle East Studies-Arabic Program Coordinator, Brigham Young University.
Overseas Experience:	Egypt, Jordan, Morocco
Asian Languages:	Arabic (fluent); French (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Arab-Israeli Conflict; Islam and Politics, Middle East Politics, Women and Political Development,
Specialization:	Middle East/Islam cultural and society
Recent Publications:	Editor, <i>Everyday Life in the Muslim Middle East</i> 3 rd ed. (Bloomington: Indiana University Press, 2014); "A New Jordanian Generation Wears the Hijab," <i>Everyday Life in the Muslim Middle East</i> 3 rd ed. (Bloomington: Indiana University Press, 2014). "How Religious is 'Islamic' Religious Terrorism?" in <i>Religion and Terrorism: The Use of Violence in Abrahamic Monotheism</i> (2013).
Distinctions:	Board of Directors, American Institute for Maghribi Studies, 2010-2013; Board of Directors, Tangier American Legation Museum Society, 2000-2013; Board of Directors, Middle East Studies Association, 2006- 2009.
Bown, Jennifer	Department of Germanic and Slavic Languages (Assistant Professor, untenured)
Education:	Ph.D., Ohio State University (Slavic Linguistics), 2004; MEd, Ohio State University (Foreign and Second Language Education), 1999; M.A., Ohio State University (Russian Literature and Linguistics), 1993; B.A., Brigham Young University (Russian), 1991
Academic Experience:	Assistant Professor of Russian, Brigham Young University; Assistant Director, Slavic Language Programs, Ohio State University; Visiting Lecturer in Russian Language, Ohio Wesleyan University.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	First Year Russian; Second Year Russian; Third Year Russian; Cultural History of Russia, Study Abroad in Russia
Specialization:	Second language acquisition, teacher development, pragmatics and discourse analysis
Recent Publications:	"Locus of Learning and Affective Strategy Use: Two Factors Affecting Success in Self-Instructed Language Learning," <i>Foreign Language Annals</i> (2006); "Now I know My ABB's: Inductive and Deductive Methods of Teaching on the Acquisition of the Russian Alphabet," <i>Russian Language Journal</i> (2007).
Distinctions:	Research/Travel Grant, Brigham Young University, College of Humanities, 2007; Research Grant, Brigham Young University, Center for Language Study, 2006; Research Grant, Brigham Young University, College of Humanities, 2005; FLAS, Ohio State University, Center for Slavic and East European Studies, 1991-92, 1997.

Bradford, Scott C	Department of Economics (Associate Professor, tenured)
Education:	Ph.D., Harvard University (Political Economy), 1998; MPA, Princeton University (International Relations), 1991; B.S., Brigham Young University (Physics), 1987.
Academic Experience:	Associate Professor, Brigham Young University; Fulbright Scholar, Indian Statistical Institute, Delhi Centre; Visiting Fellow, Institute for International Economics; Teaching Fellow, Harvard University; Instructor, Harvard University.
Overseas Experience:	Japan, India
Asian Languages:	Japanese (fluent)
% of time Asian Studies:	25%
Specialization:	Japanese Economy; International Trade Theory; Intermediate Microeconomics; Statistics for Economists; International Trade, Immigration, Neoclassical Political Economy,
Recent Publications:	“The Economic Reunification of Korea: A Dynamic General Equilibrium Model” in <i>Costs and Benefits of Korean Unification</i> . (Seoul: Korea Institute for National Unification, 2014); “The Costs and Benefits of Korean Unification: Inter-Korean Dimension” in <i>The Attraction of Korean Unification: Inter-Korean and International Costs and Benefits</i> ; “Economic Reform in North Korea: A Dynamic General Equilibrium Model,” <i>Journal of Economic Policy Reform</i> ; “Protection and Unemployment,” <i>The Journal of International Economics</i> (2006); “The Payoff to America from Globalization,” <i>World Economy</i> (2006); “Modeling Distribution Services and Assessing Their Welfare Effects in a General Equilibrium Framework,” <i>Review of Development Economics</i> (2006); “Negotiating the Korea-United States Free Trade Agreement,” <i>Policy Brief in International Economics</i> #PB06-4 (2006); “The Welfare Effects of Distribution Regulations in OECD Countries,” <i>Economic Inquiry</i> (2005); “A Dynamic General Equilibrium Model of Phased Korean Reunification.” <i>Journal of the Korean Economy</i> (2005).
Distinctions:	Fulbright Scholar in India, July 2016 July-January 2017; Brigham Young University, Research Grants, 1998-2002, 2004-2005, 2008; Harvard University Teaching Fellowship, 1994-1997; Woodrow Wilson Fellowship, Princeton University, 1989-1991.
Brattos, Alexandra	German and Slavic Language Department (Instructor, untenured)
Education:	M.A., Brigham Young University (Language Acquisition and Teaching/Russian), 2012; B.S., Brigham Young University (Psychology), 2008.
Academic Experience:	Instructor, German and Slavic Language Department
Overseas Experience:	Russia
Asian Languages:	Russian (native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	First-Year Russian; Second-Year Russian.
Specialization:	Russian Language

Brown, Newel Anthony	Department of Germanic and Slavic Languages (Assistant Professor, tenured)
Education:	Ph.D., Bryn Mawr College (Russian and Second Language Acquisition), 2004; M.A., Bryn Mawr College (Russian and Second Language Acquisition), 2002; B.A., Southern Methodist University (Russian), 1998.
Academic Experience:	Professor, Brigham Young University.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Advanced Russian Grammar; Cultural History of Russia; Second-Year Russian; First-Year Russian; Second-Year Russian Conversation; Third-Year Russian; Fourth-Year Russian; Internship Preparation; Russian Study Abroad.
Specialization:	Pedagogy, Russian Language and Literature
Recent Publications:	“Advanced Foreign Language Study through Global Debate” in N. A. Brown & J. Bown (Eds.), <i>To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability</i> (Washington, DC: Georgetown University Press, 2015); “To 3 and Beyond: Charting a New Course in the Twenty-First Century,” in N. A. Brown & J. Bown (Eds.), <i>To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability</i> . Washington, DC: Georgetown University Press, 2015); “Assessing the Validity of Can-Do Statements in Retrospective (Then-Now) Self-Assessment,” <i>Foreign Language Annals</i> (2014); “Foreign Language Study Coupled with Internship Experience as an Entrée to Professional Opportunities,” <i>Russian Language Journal</i> (2014); <i>Irwin Weil: Meanderings of an Octogenarian Slavist</i> (Academic Studies Press, 2013); <i>Teaching Advanced Language Skills through Global Debate</i> (Georgetown University Press, 2013); <i>Mastering English through Global Debate</i> (Georgetown University Press, 2013); <i>Developing Professional Levels of Language Proficiency: Theory and Methods</i> (Georgetown University Press, 2013); “Developing Professional-Level Foreign Language Proficiency through Experiential Learning,” <i>Peoples’ Friendship University of Russia 4</i> (2013); “Key Indicators of Language Impact on Identity Formation in Belarus,” <i>American Council of Teachers of Russian</i> 63, (2013); <i>Mastering Russian through Global Debate</i> (George Washington University Press, 2012); <i>Academic Skills through Cases in American Studies</i> (National Research University Higher School of Economics, 2011).
Burton, Greg	Marriott School of Management (Professor, tenured)
Education:	Ph.D., University of South Carolina, 1994; M.Acc., Utah State University, 1987; B.A., Utah State University, 1984.
Academic Experience:	Professor, Brigham Young University; Associate Professor, Brigham Young University; Visiting Professor, International Graduate Business School, Zagreb, Croatia; Assistant Professor of Accountancy, University of Nebraska; Managing Director, Master of Accountancy and Master of Taxation, University of South Carolina; Instructor, Philips Junior College, Columbia, SC; Instructor, Indonesian Institute for Management Development, Jakarta, Indonesia.
Overseas Experience:	Indonesia, Southeast Asia, Croatia.
% of time Asian Studies:	25%
Asian Courses Taught:	Introduction to International Business
Specialization:	Asia case studies on Market behavior; Fraud and Corruption; International Accounting and Fraud; IT Acceptance
Recent Publications:	“The Impact of Audit Penalty Distributions on the Detection and Frequency of Fraudulent Reporting,” <i>Review of Accounting Studies</i> Vol. 16, Issue 4 (2011); “U.S. Perspectives on Implementation of IFRS” in <i>Law, Corporate Governance and Accounting: European Perspectives</i> (Routledge, 2011).

Bybee, Rosemarie J

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Center for Language Studies (Instructor, untenured)

M.A., University of Utah (Education), 2009; B.A., Brigham Young University (Linguistics), 1999.

Foreign Language Instructor, Center for Language Studies, Brigham Young University; Teacher/Supervisor, Tagalog and Cebuano Section, Missionary Training Center, Brigham Young University.

Philippines, Hong Kong

Tagalog and Cebuano (fluent), Cantonese (conversational)

Mandatory CLS pedagogy training held each semester

100%

Tagalog 330 and 340 and Cebuano 330

Tagalog and Cebuano Language Teaching

Carroll, Tahira

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Asian Courses Taught:

Specialization:

Center for Language Studies (Instructor, untenured)

B.A., Brigham Young University (Animal Science), 2004.

Center Language Studies, Brigham Young University.

India, Hong Kong.

Hindi (fluent), Burmese (conversational)

Mandatory CLS pedagogy training held each semester

100%

Hindi 101, 102, 201, 202

Hindi Language Teaching

Chadwick, Jeffrey R.	Department of Religious Education (Professor, tenured)
Education:	Ph.D., University of Utah (Middle East Studies), 1992; M.A., Brigham Young University (International Relations, Near Eastern Studies), 1984; B.A., Weber State College (Political Science), 1978.
Academic Experience:	Professor, Brigham Young University; Brigham Young University Jerusalem Center for Near Eastern Studies.
Overseas Experience:	Israel, Jordan, Turkey
Asian Languages:	Arabic (conversational); Modern Hebrew (fluent), Ancient Hebrew (fluent), Aramaic (proficient).
% of time Asian Studies:	100%
Asian Courses Taught:	Survey of World Religions; Survey of Judaism and Islam; Judaism and the Gospel; the Ancient Near East.
Specialization:	Islam, Judaism, Middle East history
Recent Publications:	<i>Middle East Conflicts – An LDS Perspective on the History and Religion in the Region</i> (Salt Lake City: Deseret Books, 2014).
Christensen, Matthew	Asian and Near Eastern Languages Department (Professor, tenured)
Education:	Ph.D., Ohio State University (Chinese Linguistics), 1994; M.A., Ohio State University (Chinese Linguistics), 1990; B.A., Brigham Young University (Chinese), 1988.
Academic Experience:	Director, Chinese Flagship Center 2013-present, BYU; Chinese Section Head, Department of Asian & Near Eastern Languages 2002-2012; Nanjing Study Abroad Director, 1998, 2002, 2005.
Overseas Experience:	Hong Kong, China, Taiwan
Asian Languages:	Mandarin (fluent), Cantonese (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning and Intermediate Cantonese; First Year Mandarin Chinese; Second Year Mandarin Chinese; Structure of Chinese; Chinese Poetry in Translation; Teaching Methods; Senior Seminar.
Specialization:	Chinese language pedagogy, teacher training, materials development, discourse analysis, and Chinese poetry.
Recent Publications:	<i>A Geek in China: Discovering the Land of Bullet Trains, Alibaba, and Dimsum</i> (Tokyo: Tuttle Publishing, 2016); <i>Decoding China: A Handbook for Traveling, Studying, Working, and Living in Today's China</i> (Tokyo: Tuttle Publishing, 2013); <i>English Grammar for Students of Chinese</i> (Ann Arbor, MI: The Olivia and Hill Press, 2010); “Cultural Sensitivity and Lifelong Learning” in <i>The Pedagogy of Performing Another Culture</i> (Columbus, OH: Foreign Language Publications, 2010).
Distinctions:	Chinese Flagship Federal Grant, Principal Investigator and Director, 2013-present; STARTALK Federal Grant for Chinese teacher training summer program, Principal Investigator, Director, Lead Instructor, 2007-2013.

Christensen, Ray	Department of Political Science (Associate Professor, tenured)
Education:	Ph.D., Harvard University (Political Science), 1992; M.A., Harvard University (Political Science), 1990; JD, Harvard Law School, 1987; B.A., Brigham Young University (International Relations and Japanese), 1984.
Academic Experience:	Associate Professor, Brigham Young University; Assistant Professor, University of Kansas, Department of Political Science.
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Japanese Politics, Japanese Foreign Policy; Introduction to Comparative Politics, Comparative Parties and Elections, International Law.
Specialization:	Japanese Elections
Recent Publications:	“Pork-Barrel Politics and Electoral Reform: Explaining the Curious Differences in the Experiences of Thailand and Japan,” <i>The Journal of Asian Studies</i> (May 2017); “The Rules of the Election Game in Japan” in <i>Party Politics in Japan, Political Chaos and Stalemate in the Twenty-First Century</i> , eds. Ronald J. Hrebennar and Akira Nakamura (New York: Routledge, 2015); “Malapportionment and the 2012 House of Representatives Election” in <i>Japan Decides 2012, The Japanese General Election</i> (New York: Palgrave MacMillan, 2013); “Japan: Societal, Electoral, and Party Explanations for the Low Representation of Women in the House of Representatives” in <i>Women and Legislative Representation, Electoral Systems, Political Parties, and Sex Quotas</i> (New York: Palgrave MacMillan, 2012). <i>Ending the LDP Hegemony, Party Cooperation in Japan</i> (Honolulu: University of Hawai’i Press, 2000).
Distinctions:	Leon Weaver Prize for “Best Paper Presented at the 2002 Annual Meeting” APSA Electoral Systems section, 2003; American Political Science Association Research Grant, 2001-2002; Fulbright Research Fellowship, Japan, 1995-1996; Toppan Prize for the “best essay or dissertation upon a subject in political science” Harvard University, 1993; Fulbright-Hayes Doctoral Dissertation Research Award, 1990-91; Cum Laude, Harvard Law School, 1987.
Clark, Elizabeth	J Reuben Clark Law School (Professor, tenured)
Education:	JD, Brigham Young University, 1997; B.A., Brigham Young University (Comparative Literature and Russian), 1994.
Academic Experience:	Associate Administrative Faculty and Associate Director, International Center for Law and Religion Studies, BYU.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent), Czech (fluent)
% of time Asian Studies:	30%
Specialization:	Law and international religious freedom, Russia
Recent Publications:	<i>Liberalism in Decline: Legislative Trends Limiting Religious Freedom in Russia and Central Asia</i> , 22 Transn. L. & Contemporary Problems 2 (Summer 2013). <i>Religious Freedom and the Functioning of Religious Organizations in the U.S.</i> , in Henryk Hoffman, et al., eds., <i>Religion in the Context of Globalization: Legal Aspects of the Functioning of Religious Organizations</i> (Baden-Baden: Nomos 2018); “Will Trump Confront Renewed Religious Repression in Russia?,” <i>National Review Online</i> (5 May 2017); “Russia’s New Anti-Missionary Law in Context,” Religious Freedom Institute, <i>Cornerstone Blog</i> (30 August 2016); “Religious Exceptionalism” in <i>Religiia v sovremennom obshchestve</i> (2009); “Russian State Policies and Practices on Religion” in <i>Religion in Russian Society: State Policy, Regional Challenges, and Individual Rights</i> (2008); “Plus ça change: Fraud, Religion, and Law in France,” <i>Bridges</i> (2007);
Distinctions:	Editor-in-Chief, <i>BYU Law Review</i> ; Order of the Coif; twice recipient, J. Reuben Clark Award for scholarship, service, and integrity.

Conklin, Finau

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of Asian Studies:

Asian Courses Taught:

Specialization:

Center for Language Studies (Instructor, untenured)

M.A., University of Utah (Social Work), 2008; B.S., Brigham Young University-Hawaii (Social Work), 2006.

Instructor, Center for Language Studies.

Fiji

Fijian

Mandatory CLS pedagogy training held each semester

100%

Fijian

Fijian Language Teaching

Cooper, Glen M.

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of Asian Studies:

Asian Courses Taught:

Specialization:

Recent Publications:

Department of History (Assistant professor, untenured)

Ph.D., Columbia University (History of Islamic Science), 1999; M.A., Columbia University (History of Science in Islam), 1995; M.A., Brigham Young University (Classics), 1991; B.S., Brigham Young University (Mathematical Physics)

Assistant Professor of History, Brigham Young University (2004-Present)

Middle East

Arabic (fluent)

100%

Ancient Near East 330BC-640AD; Middle East History.

History of Islamic Science.

“Galen’s De crisibus: The Graeco-Arabic Tradition of Medical Prognosis. Edition (of the Arabic), translation (of the Greek), commentary, glossary, and historical study” in *Galen’s De crisibus: The Graeco-Arabic Tradition of Medical Prognosis. Edition (of the Arabic), translation (of the Greek), commentary, glossary, and historical study* (Leiden: E. J. Brill, 2010); “Byzantium between East and West: Competing Hellenisms in the Alexiad of Anna Komnene and her Contemporaries” in *East Meets West in the Middle Ages and the Early Modern Period* (Berlin and New York: Walter de Gruyter, 2013); “Astrology: The Science of Heavenly Signs” in *Oxford Handbook of Science and Medicine in the Classical World* (Oxford: Oxford University Press, 2011); “Natural Sciences in the Islamic Context” in *Handbook of Medieval Studies* (Berlin, New York: Walter De Gruyter, 2010).

Distinctions:

2011 Outstanding Academic Title, Choice: Current Reviews for Academic Libraries.

Cooper, Scott B	Department of Political Science (Associate Professor, tenured)
Education:	Ph.D., Duke University (International Relations, Comparative Politics) (1999); M.A., Duke University (Political Science) (1996); B.A., Brigham Young University (International Relations and Russian) (1992).
Academic Experience:	Associate & Assistant Professor, Political Science Department, BYU (1999-present); Visiting Scholar, Institute for European, Russian and Eurasian Studies, George Washington University (2009).
Overseas Experience:	Ukraine, Russia, Finland
Asian Languages:	Russian (conversational), Finnish (fluent)
% of time Asian Studies:	25%
Asian Courses Taught:	Politics of Soviet Successor States; International Political Economy; Introduction to International Relations; States and Currencies.
Specialization:	Russian politics and foreign policy; national currencies of former Soviet states; regional monetary politics; trade and monetary cooperation.
Recent Publications:	“Currency Unions in the Developing World,” in <i>Handbook of the International Political Economy of Monetary Relations</i> (2014); “Yielding Sovereignty to International Institutions: Bringing System Structure Back In,” <i>International Studies Review</i> (2008); “Monetary Blocs on the Periphery: Small State Choice or Great Power Hegemony?” <i>Commonwealth & Comparative Politics</i> (2008); “Why Doesn’t Regional Monetary Cooperation Follow Trade Cooperation?” <i>Review of International Political Economy</i> (2007); “The Limits of Monetary Power: Statecraft within Currency Areas,” in <i>International Monetary Power</i> (2006).
Distinctions:	Alcuin Fellowship, BYU Undergraduate Education (2014-16); Pi Sigma Alpha Professor of the Year, BYU Chapter (2007 & 2013); Jean Monnet Fellowship, Robert Schuman Centre for Advanced Studies, European University Institute, Florence, Italy (2003-4); Institute for the Study of World Politics, Doctoral Dissertation Fellowship (1998-99); National Science Foundation Graduate Research Fellowship (1992-95); James B. Duke Fellowship, Duke University (1992-96).
Crookston, Benjamin	Department of Health Sciences (Associate Professor, untenured)
Education:	Ph.D., University of Utah (Public Health), 2009; M.P.H., Brigham Young University (Public Health), 2006; B.S., Brigham Young University (Zoology), 2003.
Academic Experience:	Associate Professor, Brigham Young University 2011-Present; Assistant Professor, University of Utah, 2010-2011.
Overseas Experience:	Mongolia, Philippines, Indonesia, Nepal, India, Cambodia, Vietnam.
% of time Asian Studies:	35%
Asian Courses Taught:	International Health, Mentored Research, Field Experience Section, Study Abroad
Specialization:	Asia public health, child nutrition and development
Recent Publications:	“Impact of early and concurrent stunting on cognition,” <i>Maternal and Child Nutrition</i> 7(4) (2011); “Body image and westernization trends among Japanese adolescents,” <i>Health Educator Journal</i> . 45 (2013); “Development and Validation of the Indian Adolescent Health Questionnaire,” <i>Journal of Tropical Pediatrics</i> 59 (2013); “Educating for the future: adolescent girls, health, and education in West Bengal, India,” <i>International Journal of Adolescent Medicine and Health</i> . 24 (2012); “Buddhist Nuns on the Move: An Innovative Approach to Improving Breastfeeding Practices in Cambodia,” <i>Maternal and Child Nutrition</i> 3 (2007).
Distinctions:	NIH and Bill and Melinda Gates Foundation grant to investigate child growth recovery in India and Vietnam; Freedom From Hunger (NGO) to alleviate poverty and hunger in low-income countries; Society for Epidemiologic Research; American Society of Nutrition

Damron, Julie Ann	Asian and Near Eastern Languages Department, (Associate professor, tenured)
Education:	Ph.D., Purdue University (Linguistics), 2000; M.A.T., School for International Training (English Teaching), 1993; B.A., Brigham Young University (English), 1991.
Academic Experience:	Associate Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2016–Present; Section Head (Korean Section), Department of Asian and Near Eastern Languages, Brigham Young University, 2010–Present; Assistant Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2005–2016; Visiting Assistant Professor, Department of Linguistics, Brigham Young University, 2000–2005; Graduate Instructor, Purdue University, 1995–2000.
Overseas Experience:	China, Hong Kong, Japan, Korea, Singapore (relevant to grant)
Asian Languages:	Korean
Asian Courses taught:	First-Year Korean 1, First-Year Korean 2; Second-Year Korean 1; Second-Year Korean 2; Structure of Korean; Korean Language Teaching Methods; Senior Seminar.
Specialization:	Second Language Teaching Methods; Student/Teacher Interaction; Student Anxiety
Recent Publications:	<i>BOOKS: Korean Folktales for Beginning Readers</i> . Hong Kong: Tuttle Publishing (Forthcoming, 2018). <i>Lexicarry</i> . Brattleboro, VT: Prologia (Forthcoming, 2018). <i>Teaching in The U.S. A Guide for International Educators</i> . Brattleboro, VT: Prologia, 2014. <i>Articles:</i> With Kim Young Joo. “Foreign Language Reading Anxiety: Korean as a Foreign Language in the United States.” <i>Journal of the National Council of Less Commonly Taught Languages</i> 17 (2015): 23–55. With Forsyth, Justin. “Korean Language Studies: Motivation and Attrition.” <i>Journal of the National Council of Less Commonly Taught Languages</i> 12 (2012). “Korean Heritage Language Literacy: A Qualitative Approach.” <i>Cross Cultural Studies</i> 20 (2010): 29–66. “An Analysis of Student Evaluations of Native and Non-Native Korean Foreign Language Teachers.” <i>Journal of the National Council of Less Commonly Taught Languages</i> 7 (2009): 81–104. “A Study on Students’ Error Feedback Preferences According to Proficiency Level.” <i>International Journal for Korean Language Education</i> 20, no. 2 (2009): 337–58. “In the Classroom: Social Networking for Language Learning.” <i>The Language Educator</i> 4, no. 1 (2009): 41–43.
Distinctions:	Adelle F. Robertson Emerging Continuing Professional Educator National Award (UPCEA) 2018. University Professional and Continuing Education Association (UPCEA) West Region “Emerging Continuing Education Professional Award,” 2017. Independent Study Spotlight Faculty Member, BYU, 2017. Excellence in Teaching Award, BYU Continuing Education, 2017.
Daniels, Lee	Marriot School of Management (Associate Professor, tenured)
Education:	Ph.D., Executive Development Program, Northwestern University, 1992; M.A., Sophia University (International Business), 1990; B.A., Brigham Young University (Finance), 1981.
Academic Experience:	Assistant Professor, BYU; Global Management Center
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
% of time Asian Studies:	45%
Asian Courses Taught:	Introduction to International Business, International Marketing
Specialization:	Japan, Private Equity, Strategy, Operations, Sales and Marketing.
Distinctions:	14 years working in Tokyo, Japan as CEO of numerous companies

Davis, James A	Department of Geography (Associate Professor, tenured)
Education:	Ph.D., Arizona State University (Geography), 1993; M.A., California State University, Fullerton (Geography), 1987; B.S., Brigham Young University (Geography and Asian Studies), 1978.
Academic Experience:	Associate Professor, Department of Geography, Brigham Young University, Present; Member of Family, Home, and Social Sciences College Research Committee, Brigham Young University, 2013–Present; Undergraduate Coordinator, Department of Geography, Brigham Young University, 2007–2012; Asian Studies Coordinator, Brigham Young University, 2004–2008.
Overseas Experience:	Japan
Asian Courses taught:	Geography of East Asia.
Specialization:	Cultural geography; Heritage tourism.
Recent Publications:	“The Uneven Landscape of California’s Historical Landmarks.” <i>Geographical Review</i> (2016); “Economic Freedom, Migration, and Income Change in the United States: 1995–2010,” <i>The Professional Geographer</i> (2016); “Historical Sites,” In <i>Mapping Mormonism: An Atlas of Latter-day Saint History</i> , edited by Brandon S. Plewe (Provo, UT: BYU Press, 2012); “Heritage Tourism and Group Identity: Polynesians in the American West,” <i>Journal of Heritage Tourism</i> (2009); “World Heritage and Tourism Development,” In <i>World Heritage and Tourism (Welterbe und Tourismus)</i> , edited by K. Luger and K. Wöhler (Innsbruck, Austria: Studienverlag, 2008).
Distinctions:	Alcuin Fellowship in General Education, awarded in recognition of outstanding teacher-scholars who have made significant contributions to the general education and honors curriculum, Brigham Young University (2004–2007).
Davis, Timothy M	Department of Asian and Near Eastern Languages (Adjunct Assistant Professor)
Education:	Ph.D., Columbia University (East Asian Languages and Cultures), 2008; M.A., University of Colorado (East Asian Languages and Civilizations), 1999; B.A., Brigham Young University (Chinese), 1996.
Academic Experience:	Assistant Professor, Brigham Young University; Instructor, Chinese Culture and Literature, University of Colorado.
Overseas Experience:	Taiwan, China
Asian Languages:	Mandarin (fluent), Classical Chinese, Japanese (reading, conversational).
% of time Asian Studies:	100%
Asian Courses Taught:	Chinese Culture; Classical Chinese Language; Chinese Translation; Chinese Literature in Translation: Prose; Beginning Chinese Reading and Writing; History of Traditional China; History of Asian Thought and Religion; Chinese Cultural History; Directed, Readings in Early Chinese Historiography (in Chinese).
Specialization:	Intellectual, cultural, and literary history of traditional China
Recent Publications:	<i>Entombed Epigraphy and Commemorative Culture in Early Medieval China</i> (Brill, 2015); “Lechery, Substance Abuse, and . . . Han Yu?” <i>Journal of the American Oriental Society</i> (2015); “Texts for Stabilizing Tombs” in <i>Early Medieval China: A Source Book</i> (Columbia University Press, 2014); “Ranking Men and Evaluating Talent in Early Medieval China: Xiahou Xuan’s Response to an Inquiry by Sima Yi” in <i>Early Medieval China: A Source Book</i> (Columbia University Press, 2014); “Review of: Timothy Wai Keung Chan, <i>Considering the end Mortality</i> ” in <i>Early Medieval Chinese Poetic Representation</i> (2013).
Distinctions:	Whiting Foundation Dissertation Fellowship, 2005–2006; Teaching and Research Fellowship, Columbia University, 2004–2005; Fulbright Research Grant, 2003–2004; Teaching and Research Fellowship, Columbia University, 2002–2003; Departmental Fellowship, East Asian Languages and Cultures, Columbia University, 2001–2002.

Duan, Zhidan (Diana)

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Asian Courses taught:

Specialization:

Distinctions:

Department of History (Assistant Professor untenured)

Ph.D., Arizona State University (Asian History), 2015; Ph.D., Renmin University of China, Beijing (Modern Chinese History), 2008; M.A., Renmin University of China, Beijing (Chinese Communist Party History), 2005; B.A., Northwest University of Political Science and Law, Xi'an, China (Law: Civil and Commercial), 2003.

Assistant Professor, Department of History, Brigham Young University, 2016–Present.
China, India, SE Asia

Mandarin Chinese (native proficiency); Cantonese; Indonesian

Migration in Modern China; Chinese Cultural History; China since 1200

Modern China; Southeast Asia; Central Asia; Ethnic economy; Frontier and borderlands; Migration and immigration; Environmental history; Colonialism; Chinese Communist Party history.

Travel Award, School of Historical Philosophical and Religious Studies, Arizona State University (2015). Graduate Completion Fellowship, School of Historical Philosophical and Religious Studies, Arizona State University (2014). Best Graduate Student Paper Prize, Western Conference of the Association for Asian Studies (2014).

Durham, W Cole

Education:

Academic Experience:

Overseas Experience:

% of time Asian Studies:

Specialization:

Recent Publications:

Distinctions:

J Reuben Clark Law School (Professor, tenured)

JD, Harvard Law School, 1975; A.B., Harvard College (Philosophy), 1972.

Director, International Center for Law and Religion Studies, Brigham Young University (2000–Present); Professor of Law, J. Reuben Clark Law School, BYU; Visiting Professor, University of Vienna; Recurring Visiting Professor of Law, Legal Studies Department, Central European University, Budapest, Hungary; Guest Professor Mainz, Germany, 1984.

China, Indonesia, Malaysia, Japan, India

30%

law and religion, constitutional law

Islam and Political-Cultural Europe (Ashgate Publishers, 2012); *Religious Organizations and the Law* (Thomson Reuters/West, 2012); *Law and Religion: National International and Comparative Law Perspectives, Chinese Translation*. (China Democracy and Legal System Publishing House, 2012); *Islam, Europe and Emerging Legal Issues* (Ashgate Publishers, 2012); *Religion and the Secular State: National Reports* (The International Center for Law and Religion Studies, Brigham Young University, 2010); *The Doctrine of Religious Freedom in Life in the Law: Service & Integrity* (2009); “From Identification to Secularism: Comparative Constitutional Law Approaches to Law and Religion,” *Nepal Law Review* (2009); *Law and Religion: National, International and Comparative Law Perspectives* (2009); *Religious Organizations and the Law* (2009)

Board of Experts of Conscience and Liberty Magazine (2012–Present); International Association for the Defense of Religious Liberty (2012–Present); Award of Merit for outstanding work as promoter and defender of religious freedom, International Religious Liberty Association, 2006; The John Courtney Murray Award for distinguished service to the Center for Church-State Studies, DePaul University, March 30, 2006; Max Rheinstein Fellowship, Alexander von Humboldt Stiftung, West Germany, 1979–80; Clerkship, The Honorable Robert A. Ainsworth, Jr. United States Court of Appeals, Fifth Circuit, 1975–76.

Dyer, Jeffrey H	Marriott School of Management (Professor, tenured)
Education:	Ph.D., University of California, Los Angeles (Management), 1993; MBA, Brigham Young University, 1984; B.S., Brigham Young University (Organizational Psychology), 1982.
Academic Experience:	Professor, Brigham Young University; Assistant Professor, Wharton School, University of Pennsylvania.
Overseas Experience:	Korea
Asian Languages:	Korean (fluent)
% of time Asian Studies:	25%
Specialization:	Asian entrepreneurship, international business practice in Asia
Recent Publications:	<i>Real World Strategy</i> (Wiley, 2014); “The Innovator’s Method: Bringing the Lean Start-Up inside Your Organization” in <i>The Innovator’s Method: Bringing the Lean Start-Up Inside Your Organization</i> . (Harvard Business Review Press, 2014); <i>Team Building: Proven Strategies for Improving Team Performance</i> (Wiley Josey Bass, 2013); “The Innovator’s DNA” in <i>The Innovator’s DNA</i> (Harvard Business Review Press, 2011);
Distinctions:	Journal of International Business Best Paper in a Decade Award, Association of International Business (2010); BYU Marriott School Outstanding Faculty Award, Brigham Young University (2010).
Emmer, Janalee	BYU Museum of Art, Head of Education
Education:	Ph.D. Pennsylvania State University (2009), MA, Art History and Curator Studies (2001) and BA Art History (1997), Brigham Young University
Academic Experience:	Taught at Ohio State U., Wesleyan University, University of Tennessee, and Bucknell University. Work at J. Paul Getty Museum, the Palmer Museum of Art on Penn State campus, and the Springville Museum of Art UT.
Overseas Experience:	France, England and Italy; Taught study abroad semesters in Western Europe; additional travel and research in Israel, Malaysia, and Hong Kong
Specialization:	Asian Art and Architecture, modern and contemporary art (with particular interest in nineteenth-century French art), women artists, American art.
Distinctions:	Thomas E. Wenzlau Grant for Faculty research 2012 and 2014; Doctoral Dissertation fellowships 2007-2009; Creative Achievement Award from Penn State College of Art and Architecture 2005; Frances C. Hyslop Travel Fellowship 2005; Penn State Graduate fellowship and scholarship 2002-2005; University undergraduate scholarships.

Emmett, Chad F.	Department of Geography (Associate Professor)
Education:	Ph.D., University of Chicago (Geography), 1991; M.A., Brigham Young University (International Relations/Middle Eastern Studies), 1983; B.A., Utah State University (Secondary Education/History), 1979.
Academic Experience:	Associate Professor, Department of Geography, Brigham Young University, 1998–Present; Associate Professor, Semester at Sea, 2015; Associate Professor, Brigham Young University Jerusalem Center for Near Eastern Studies, 2009–2010; Assistant Professor, Department of Geography, Brigham Young University, 1992–1998; Assistant Professor, Department of Geography, DePaul University, 1991–1992; Instructor, Department of Geography, Brigham Young University, 1990–1991.
Overseas Experience:	Indonesia, Middle East
Asian Languages:	Indonesian (fluent in reading, writing, and conversation)
Asian Courses taught:	GEOG 272, Geography of East Asia; GEOG 273, Geography of Southeast Asia.
Specialization:	Tsunami mitigation in Indonesia; Christian-Muslim relations; Status of women; Israeli-Palestinian peace; LDS Church in Indonesia.
Recent Publications:	“Living and Traveling in the Arab and Moslem Worlds.” <i>The Arab World Geographer</i> (2016); “Female Genital Cutting and Mormons.” <i>SquareTwo</i> 9,(2016); “Pious Merchants as Missionaries and the Diffusion of Religions in Indonesia.” In <i>The Changing World Religion Map: Sacred Places, Identities, Practices and Politics</i> , edited by Stanley D. Brunn (Dordrecht: Springer, 2015); “Jerusalem, tourism and the politics of heritage,” In <i>Jerusalem: Conflict and Cooperation in a Contested City</i> , edited by M. Adelman and M. Elman (Syracuse: Syracuse University Press, 2014); <i>Sex and World Peace</i> (New York: Columbia University Press, 2012); “The Siting of Churches and Mosques as an Indicator of Christian-Muslim Relations,” <i>Journal of Islam and Christian-Muslim Relations</i> (2009); “The WomanStats Project Database: Advancing an Empirical Research Agenda,” <i>Journal of Peace Research</i> (2009); “The Heart of the Matter: The Security of Women and the Security of States,” <i>International Security</i> (2009).
Distinctions:	Recipient of General Education Professorship, a university-wide award for excellence in teaching, Brigham Young University (2014). Awarded Fulbright Fellowship to teach in Indonesia (2005). Recipient of Alcuin Fellowship in General Education, Brigham Young University (1999–2002). Student award for Excellence in Teaching/Teacher of the Year, Brigham Young University (1997).
Farahnakian, Hooshang	Center for Language Studies (Instructor, untenured)
Education:	M.A., Brigham Young University (Physical Education), 1976; B.S., University of Tehran (Literature/Physical Education), 1966.
Academic Experience:	Farsi Instructor, Brigham Young University.
Overseas Experience:	Iran
Asian Languages:	Persian (native)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Persian, Intermediate Persian
Specialization:	Persian Language Teaching

Farahnakian, Mary	Theatre and Media Arts (Professor, tenured)
Education:	Ph.D., Brigham Young University (Theatre and Cinematic Arts), 1977; B.A., University of Tehran (Theatre and Cinematic Arts), 1972.
Academic Experience:	Professor, Brigham Young University Theater and Media Arts Department 2009-Present; Instructor, Brigham Young University Center for Language Studies, 2012-present.
Overseas Experience:	Iran
Asian Languages:	Persian (Native), Arabic (reading, writing, translating)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of time Asian Studies:	25%
Asian Courses Taught:	History of Eastern Costume, Beginning Persian
Specialization:	Costume of Middle Eastern Dress and Culture, Persian Language Teaching
Publications:	Developed a new Foreign Language Achievement Test (FLATS) for Persian/Farsi in a booklet, and an audio CD: Persian/Farsi Listening Comprehension for Brigham Young University FLATS (2012). Berg Encyclopedia of World Dress and Fashion, "Dress of Ethnic Minority Immigrants and Residents: Middle Eastern People in North America" v 3 (2010).
Distinctions:	National Recognition Honor, Costume Society of America, Annual Symposium (2012)
Fawcett, Stanley	Marriott School of Management (Professor, tenured)
Education:	Ph.D., Arizona State University (Purchasing, Transportation, and Operations), 1990; M.A., Brigham Young University (International Relations), 1988; MBA, Brigham Young University (Organization & Management), 1987; B.A., Brigham Young University (Organization & Management), 1985.
Academic Experience:	Professor, Brigham Young University, Associate Professor, Assistant Professor, Michigan State University, Visiting Professor, Nanjing University of Technology; University Visiting Chair, St. Gallen University.
Overseas Experience:	China, Japan
% of time Asian Studies:	25%
Asian Courses Taught:	Asia study abroad and internship preparation
Specialization:	Supply chain business model design; global supply chain network design; supply chain trust and performance measurement.
Recent Publications:	"A Dynamic Collaboration Capability as a Source of Competitive Advantage" (2011); "Information Technology as an Enabler of Supply Chain Collaboration: A Dynamic Capabilities Perspective" (2011); "Elaborating a Dynamic Systems Theory to Understand Collaborative Inventory Successes and Failures," <i>Emerald</i> 21, no. 3 (2010); "Benchmarking Trust Signals in Supply Chain Alliances: Moving Toward a Robust Measure of Trust" (2010); "Exploring Governance Theory of Supply Chain Integration: Barriers and Facilitators to Integration," <i>Wiley-Blackwell</i> 31, no. 1 (2010).
Distinctions:	Decision Sciences Journal of Innovative Education Best Reviewer, (2010); E Grosvenor Plowman Best Paper Award CSCMP Educators Conference, (2010); Outstanding Article of the Year, Benchmarking: An International Journal, (2010); Teaching Innovation Award, CSCMP Educators Conference, 2008.

Felt, D. Jonathan	Department of History (Assistant Professor, untenured)
Education:	Ph.D., Stanford University (History), 2014; Language training at Waseda University, Tokyo, Japan, 2009; Creel Center for Chinese Paleography Study Tour and Seminar in Shanghai, Wuhan, and Changsha, China, 2009; M.A., University of Colorado Boulder (Chinese Literature), 2008; B.A., Brigham Young University (History), 2005.
Academic Experience:	Assistant Professor, Department of History, Brigham Young University, 2016–Present; Assistant Professor, College of Liberal Arts and Human Sciences, Virginia Tech, 2014–2016; English Teacher, Jiangsu Department of Education, China, 2008.
Overseas Experience:	China, Japan, Taiwan
Asian Languages:	Mandarin Chinese (fluent), Classical Chinese
Asian Courses taught:	Introduction to East Asian History; Traditional China; Chinese Cultural History; History of Asian Religion and Thought; Mongols in World History.
Specialization:	Early Imperial Chinese History; Central Asia and the Silk Roads; Comparative Ancient Empires; World History; Spatial History.
Recent Publications:	“Metageography of the Northern and Southern Dynasties.” <i>T’oung-pao</i> 103.4-5: 334-387. Translation of “Local Society” by Hou Xudong. In <i>Cambridge History of China, Volume 2: Six Dynasties</i> . “Emotional Regime of the Shishuo xinyu.” <i>Early Medieval China Journal</i> 20 (2014): 60–82.
Distinctions:	Certificate in Teaching World History from the Department of History at Stanford University (2012). Graduate Teaching Certificate from the Graduate Teacher Program at University of Colorado Boulder (2008). Recipient of “The Best Should Teach” Silver Award at University of Colorado Boulder (2007).
Finlayson, Cynthia S.	Department of Anthropology (Professor, tenured)
Education:	Ph.D., University of Iowa (Classical and Ancient Near Eastern Art History and Archaeology), 1998; M.A., George Washington University (Near Eastern Archaeology), 1984; B.A., George Washington University (Secondary Education), 1974.
Academic Experience:	Professor, Brigham Young University.
Overseas Experience:	Jordan, Syria.
Asian Languages:	Arabic (fluent)
% of Asian Studies:	100%
Asian Courses Taught:	Archaeology: Methods and Theory, Archaeology of Egypt, Archaeology of Islam, Museums and Cultures.
Specialization:	Ancient Near Eastern Art History and Archaeology, Islamic Art and Architecture.
Recent Publications:	“Apocalypse Now: The Roles of End of Days Prophecies in Islam from the Sublime Taj Mahal to Salafist Anarchy” in <i>E-Book Interdisciplinary Net</i> (Oxford: Interdisciplinary Net, 2014); “New Perspectives on the Ritual and Cultic Importance of Women at Palmyra and Dura Europos, Syria” in <i>Palmyra-Queen of the Desert: 50 Years of Polish Excavations in Palmyra 1959-2009</i> (University of Warsaw-Archaeological Institute, 2013); “Revenge versus Retribution in Islam: Cultural Origins and Conflicting Paradigms” in <i>Revenge</i> (Oxford: Interdisciplinary Net, 2012); “New Discoveries at the Great Roman Theater at Apamea, Syria,” <i>Public Archaeology-On-line Journal</i> , (2012).
Distinctions:	BYU Mentoring Grant, ORCA/BYU (2013 - 2016); Research & Mentoring Grant, LDS Philanthropies (Ruth & Rex Maughan) (2014 - 2015); Research/Travel Grant, David M. Kennedy Center for International Research. (2014).

Gessel, Van C.	Department of Asian and Near Eastern Languages (Professor)
Education:	Ph.D., Columbia University (Japanese Language and Literature), 1979; M.A., Columbia University (Japanese Language and Literature), 1975; B.A., University of Utah (Political Science), 1972.
Academic Experience:	Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 1994–Present; Dean, College of Humanities, Brigham Young University, 1997–2005; Associate Professor, University of California, Berkeley, 1989–1990; Assistant Professor, University of California, Berkeley, 1982–1989.
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
Asian Courses taught:	Cultural Survey: Japan; Reading Modern Short Fiction; Traditional Japanese Culture; Japanese Literature in Translation: The Modern Era; Modern Japanese Literature; Christianity in Japanese Literature; JAPAN 495, Senior Seminar.
Specialization:	20 th Century Japanese Fiction; Japanese Christian Writers; Literary Translation; Modern Japanese Drama.
Recent Publications:	“Chinmoku to SILENCE: Eigoken de no kaishaku to hyōka ni tsuite.” In <i>Endō Shūsaku to “Chinmoku” o kataru.</i> (Nagasaki: Nagasaki Bunkensha, 2017); “Silence on Opposite Shores: Critical Reactions to the Novel in Japan and the West.” In <i>Approaching Silence: New Perspectives on Shusaku Endo's Classic Novel</i> , edited by Darren J. N. Middleton and Mark Dennis, 25–41 (New York: Bloomsbury Press, 2015); Translation, <i>Kiku's Prayer</i> by Endō Shūsaku. (New York: Columbia University Press, 2012); <i>The Columbia Anthology of Modern Japanese Literature (Abridged Edition)</i> . Co-edited with J. Thomas Rimer (New York: Columbia University Press, 2011).
Distinctions:	Japanese Foreign Minister's Commendation, September 2016. Literary advisor for Martin Scorsese's film adaptation of <i>Silence</i> , 2013-16; Alvin D. Coox Memorial Award, Japan Studies Association, 2011.
Grimshaw, Jeremy	School of Music (Associate Professor, tenured)
Education:	Ph.D., Eastman School of Music (Musicology), 2005; M.A., Eastman School of Music (Musicology), 2002; B.M., University of Utah (Percussion Performance), 1998.
Academic Experience:	Associate Dean, BYU College of Fine Arts and Communications; Associate Professor, BYU; Director, Gamelan Bintang Wahyu, BYU; Assistant Professor, Denison University; Dean's Visiting Assistant Professor of Fine Arts, Syracuse University; Adjunct Instructor, Eastman School of Music/University of Rochester; Visiting Adjunct Instructor, State University of New York, Brockport
Overseas Experience:	Indonesia
Languages:	Indonesian (basic)
% of time Asian Studies:	75%
Asian Courses Taught:	World Music Cultures; World Music (for music majors); Global Fine Arts; Balinese Music and Culture; Balinese Gamelan, Music of Contemporary Period
Specialization:	Balinese Gamelan Research and Performance; Non-Western and Popular music, with emphases on post-colonial Indian music; Music and religious identity; Aesthetic implications of music technology.
Recent Publications:	“Mormon Music after the Mormon Moment,” <i>New Music Box</i> September 2014; <i>Draw A Straight Line and Follow It: The Music and Mysticism of La Monte Young</i> (New York City: Oxford University Press, 2012); <i>The Island of Bali is Littered with Prayers</i> (New York, NY: Mormon Artists Group, 2010); “Acoustical and vibrometry analysis of a large Balinese gamelan gong” (2010); “Vibrational characteristics of Balinese gamelan metallophones” (2010).
Distinctions:	Inaugural director, BYU Music and Dance Study Abroad in Bali; BYU Young Scholar Award (2012-2015), NEH/SEM Summer Scholar, National Endowment for the Humanities, Society for Ethnomusicology (2011), Book Subvention, American Musicological Society (2010), Wiley Housewright Dissertation Prize, The Society for American Music (2007), BYU Mentoring Environment Grant, 2008-2009.

Hamar, Ann Marie	Department of Germanic and Slavic Languages (Instructor, untenured)
Overseas Experience:	Russia
Asian Languages:	Russian (fluent)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of Asian Studies:	100%
Asian Courses Taught:	1 st yr., 2 nd yr. Russian
Hardy, Jeff	Department of History (Assistant Professor, untenured)
Education:	Ph.D., Princeton University (History), 2011; M.A., Brigham Young University (History), 2006; B.A., Brigham Young University (International Studies), 2001
Academic Experience:	Associate Professor, Brigham Young University; Assistant Professor, Brigham Young University; Adjunct Instructor, Rutgers University-Newark; Adjunct Instructor, Brigham Young University.
Overseas Experience:	Russia, Eastern Europe
Languages:	Russian (fluent)
Asian Courses Taught:	World Civilization from 1500; Tsarist Russia; Soviet Union and Post-Soviet Russia
Specialization:	Russia
% of time Asian Studies:	100%
Recent Publications:	‘A Very Important Yet Complicated Matter’: Informant Networks in the Estonian Gulag, 1952-1964.” <i>Russian History</i> (2017); <i>The Gulag after Stalin: Redefining Punishment in Khrushchev’s Soviet Union, 1953-64</i> (Ithaca, NY: Cornell University Press, 2016); “‘Letting the Beasts out of the Cage’: Parole in the Post-Stalin Gulag, 1953-1973.” <i>Europe-Asia Studies</i> (June 2015); “Review of Death and Redemption: The Gulag and the Shaping of Soviet Society by Steven A. Barnes,” <i>Annales. Histoire, Sciences Sociales</i> (2013); <i>The Gulag and the Penitentiary Reappraised: Post-War Penal Convergence in the United States and Soviet Union, 1950-1965</i> (2013); <i>The Soviet Union & the United States: Rivals of the Twentieth Century</i> ; Review of <i>Stalin’s Genocides</i> , by Norman M. Naimark. <i>Journal of Cold War Studies</i> (2012); “The Camp is not a Resort”: The (re)Imposition of Order in the Soviet Gulag, 1957-1961,” <i>Kritika: Explorations in Russian and Eurasian History</i> (2012); “Gulag Tourism: Khrushchev’s ‘Show’ Prisons in the Cold War Context, 1954-1959,” <i>Russian Review</i> (2012).
Distinctions:	Robert C. Tucker/Stephen F. Cohen Dissertation Prize, Association for Slavic, East European, and Eurasian Studies, 2012

Harris, Ron	Department of Geology (Professor, tenured)
Education:	Ph.D., University College London (Tectonics), 1989; M.S., Geophysical Institute of Alaska (Geophysics), 1985; B.S., University of Oregon (Geology), 1982.
Academic Experience:	Professor, Brigham Young University (2001-Present); Visiting Professor, National Cheng-Kung University, Taiwan (2010); Visiting Professor, Universitas Pembangunan Nasional (UPN), Indonesia; Associate Professor, Brigham Young University. (1998-2001).
Overseas Experience:	Indonesia, Timor Leste, Taiwan, India, Japan, China, Tibet, Turkey, Oman, Cyprus, Jordan, Turkey.
Languages:	Indonesian (basic), Chinese (basic)
% of time Asian Studies:	60%
Asian Courses Taught:	Introduction to Geology, Structural Geology, Field Studies
Specialization:	Indonesian Geology/Geography; Southeast Asian tectonics; geophysical disaster mitigation; training geologists in developing countries
Recent Publications:	“Arc-parallel extrusion of the Timor sector of the Banda arc-continent collision,” <i>Tectonics</i> , v. 32 (2013); “Discovery of possible mega-thrust earthquake along the Seram Trough from numerical modeling of 1629 tsunami in the eastern Indonesian Region,” <i>Natural Hazards</i> (2013); “Pleistocene hinterland evolution of the active Banda Arc: Surface uplift and neotectonic deformation recorded by coral terraces at Kisar, Indonesia,” <i>Journal of Asian Earth Sciences</i> , 73 (2013); “The Metamorphism and Exhumation of the Himalayan Metamorphic Core, Eastern Garhwal region, India,” <i>Tectonics</i> (2012); “The Nature of the Banda Arc-Continent Collision in the Timor Region” in <i>Arc-Continent Collision, Frontiers in Earth Sciences</i> (Springer-Verlag Berlin Heidelberg, 2011).
Distinctions:	Visiting Professor, National Cheng-Kung University, Taiwan (2010); Visiting Professor, Universitas Pembangunan Nasional (UPN), Indonesia
Hart, Craig H.	School of Family Life (Professor, tenured)
Education:	Ph.D., Purdue University (Child Development), 1987; M.A., Brigham Young University (Family Sciences), 1982; B.S., Brigham Young University (Family Sciences), 1980.
Academic Experience:	Associate Academic Vice President.
Overseas Experience:	China, Japan, Thailand.
% of time Asian Studies:	50%
Asian Courses Taught:	Parenting and Child Guidance; Socialization Across Childhood; History, Theories, and Research in Early Childhood Education; Familial Influences in Childhood Social Development
Specialization:	Family processes, parenting practices, and children's social development in cultural context.
Recent Publications:	“Parenting, Relational Aggression, and Borderline Personality Features: Association over time in a Russian Longitudinal Sample,” <i>Development and Psychopathology</i> 26 (2014); “An examination of the behavioral correlates of nonsocialplay among Chinese preschoolers,” <i>Merrill-Palmer Quarterly</i> , 58 (2012); “Marital satisfaction and depressive symptoms in China,” 27 (2013); “Parental psychological control dimensions: Connections with Russian preschoolers’ physical and relational aggression” (2013); “An Examination of the Behavioral Correlates of Subtypes of Nonsocial Play among Chinese Preschoolers” (2012).
Distinctions:	Research has been cited over 5,000 times by national and international scholars in his field; NBC Today Show interview with Katie Couric; ABC Primetime Interview with Diane Sawyer.

Hart, David K.	Department of Germanic and Slavic Languages (Professor, tenured)
Education:	Ph.D., University of Washington (Slavic Linguistics), 1979; M.A., University of Washington (Slavic Linguistics), 1975; B.A., Brigham Young University (Russian), 1973.
Academic Experience:	Chair, Department of Germanic & Slavic Languages, BYU (2004-Present); Language Specialist, US Department of Defense, Regular contributor to FORSCOM, a program for maintaining foreign language abilities of U.S. Army and U.S. Army Reserve officers, 1988-1995
Overseas Experience:	Russia; Faculty Supervisor of the BYU Study Abroad program in St. Petersburg, 1992-2002.
Asian Languages:	Russian (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	First Year Russian; Second Year Russian; Third Year Russian; Fourth Year Russian; Special Studies in Russian.
Specialization:	Russian language and literature, linguistics
Recent Publications:	<i>Fundamentals of the Structure and History of Russian</i> (Columbus, Ohio: Slavica, 2013); <i>A Simplified Approach to Learning Russian Stress</i> (St. Petersburg: Zlatoust, 2011).
Distinctions:	Maeser Excellence in Teaching, Brigham Young University (2003); Cultural Adviser for BYU Chamber Orchestra tour of Russia, 2000; Reviewer for <i>The Journal of Slavic Linguistics</i> , 1995-8; Students Award for Excellence in Teaching, 1994.
Havea, Morris	Center for Language Studies (Instructor, untenured)
Education:	M.A., Brigham Young University (Public Administration), 2010; B.S., Brigham Young University (Special Education Mild/Moderate Disabilities), 2007.
Overseas Experience:	Tonga, Puerto Rico
Asian Languages:	Tongan (native)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Tongan

Hickman, Jacob R.	Department of Anthropology (Associate Professor, untenured)
Education:	Ph.D., University of Chicago, 2011; M.A., University of Chicago, 2007; B.S., Brigham Young University (Psychology and Sociocultural Anthropology), 2005.
Academic Experience:	Assistant Professor, Department of Anthropology, Brigham Young University, 2011–18; Visiting Assistant Professor, Department of Anthropology, Brigham Young University, 2010–2011; Instructor, Department of Comparative Human Development, University of Chicago, 2010.
Overseas Experience:	China, Laos, Thailand, Vietnam, France, Northern Ireland and U.K.
Asian Languages:	Hmong (advanced speaking, reading and writing), Thai (beginning speaking)
Asian Courses taught:	Ethnonationalism and Southeast Asia; The End of the World (as we know it); Hmong Diaspora: Culture, History and Language
Specialization:	Psychological anthropology, Cultural psychology, and Anthropology of Religion; Hmong diaspora; Ethnography; Ethnic identity; Thailand and Southeast Asia.
Recent Publications:	“Millenarianism,” <i>The Oxford Handbook of the Anthropology of Religion</i> . Joel Robbins and Simon Coleman, Eds. (Oxford: Oxford University Press, 2018); “Acculturation, Assimilation, and the ‘View From Manywheres’ in the Hmong Diaspora.” In, <i>Universalism without Uniformity: Explorations in Mind and Culture</i> . J. Cassaniti and U. Menon, Eds. Chicago: University of Chicago Press, 2017); “The Meaning of Giving Birth: Voices of Hmong Women Living in Vietnam,” <i>The Journal of Perinatal & Neonatal Nursing</i> (2017); “The origins of culture.” In, <i>The SAGE Encyclopedia of Theory in Psychology</i> . Harold L. Miller, ed. (Thousand Oaks, CA: Sage, 2017); “The Dynamics of Ethical Co- Occurrence in Hmong and American Evangelical Families: New Directions for Three Ethics Research.” In, <i>Moral Development in a Global World: Research from a Cultural-Developmental Perspective</i> . Lene Arnett Jensen, Ed. (Cambridge: Cambridge University Press., 2015);
Distinctions:	Director, Southeast Asia Field School, Department of Anthropology, Brigham Young University (2012-Present); Research Grant, College of Family, Home, and Social Sciences, Brigham Young University (2017). Shallit Research Grant, Department of Anthropology, Brigham Young University (2012–2014, 2017); Board Member, Society for the Anthropology of Religion, American Anthropological Association (2012–2014); National Science Foundation Graduate Research Fellow (2007-2010).
Hilton III, John	Department of Ancient Scripture (Assistant Professor, untenured)
Education:	Ph.D., Brigham Young University (Instructional Psychology and Technology), 2010; M. Ed, Harvard University (Learning and Teaching), 2004; B.S., Brigham Young University (Business Management), 2000.
Academic Experience:	Assistant Professor, Department of Ancient Scripture, Brigham Young University 2011–Present; Visiting Lecturer, Sichuan University, Chengdu, China and Xi’an Jiaotong University, Xi’an, China, 2012–Present.
Overseas Experience:	China
Asian Languages:	Mandarin Chinese (speaking)
Specialization:	Open Educational Resources; Social Media.
Recent Publications:	“Khan Academy Videos in Chinese: A Case Study in OER Revision,” <i>International Review of Research on Distance and Open Learning</i> , (2017). “Open educational resources and college textbook choices: a review of research on efficacy and perceptions,” <i>Educational Technology, Research and Development</i> (August 2016); “The Tidewater Z-Degree and the INTRO Model for Sustaining OER Adoption,” <i>Education Policy Analysis Archives</i> (2016); “‘One of the Great Moments of the History of the Church’: The Construction of the First Chapel in the Chinese Realm,” <i>Journal of Mormon History</i> (2016). Experiences.” <i>Journal of Research on Christian Education</i> 24, no. 3 (2015): 271–91.
Distinctions:	Recipient of Brigham Award, awarded to five BYU faculty members annually based on outstanding service (2015). Recipient of research grants from the William and Flora Hewlett Foundation (2012, 2015, 2016) and Bill and Melinda Gates Foundation (2012) for work on Open Educational Resources

Hoffman, John P.	Department of Sociology (Professor, tenured)
Education:	Ph.D., SUNY (Criminal Justice); MPH, Emory University (Epidemiology and Behavioral Sciences); M.S., American University (Justice Studies); B.S., James Madison University (Political Science).
Academic Experience:	<i>Professor</i> , Brigham Young University
Overseas Experience:	Japan
Asian Languages:	Japanese (conversational)
% of time Asian Studies:	25%
Asian Courses Taught:	Sociology of Religion; Crime, Justice & Corrections; Data Management, Analysis & Presentation; Linear Regression Analysis, Intermediate Statistics; Survey Methods & Measurement.
Specialization:	Influence of religious affiliation and practices on behaviors and attitudes; Etiology and consequences of drug use, theories of delinquency, mental health problems.
Recent Publications:	<i>Principles of Data Management and Presentation</i> (University of California Press, 2017); <i>Linear Regression Analysis</i> (NASW Press, 2013); <i>Understanding Religious Ritual: Theoretical Approaches and Innovations</i> (Routledge, 2011); “Family Structure and Adolescent Substance Use: An International Perspective.” <i>Substance Use & Misuse</i> 52(13):1667-1683 (2017); “Conservative Protestantism and Attitudes Toward Corporal Punishment, 1986-2014.” <i>Social Science Research</i> 63:81-94 (2017).
Distinctions:	Jack Bailey Teaching and Learning Fellowship, Brigham Young University, 2017-20; Karl G. Maeser Research and Creative Arts Award, Brigham Young University, 2004-06.
Honey, David B.	Asian and Near Eastern Languages Department (Professor)
Education	Ph.D., University of California, Berkeley (Classical Chinese), 1988; M.A., University of California, Berkeley (Classical Chinese), 1984; B.A., University of California, Los Angeles (Oriental Languages), 1980. University, 2008; John A. Widtsoe University Fellowship, Brigham Young
Academic Experience:	Professor of Chinese, Brigham Young University, 1998–Present; Chinese Faculty, Summer Graduate Program, Middlebury College, 2007–2009; Chinese Faculty, Summer Language School, Middlebury College, 1997–2009; Tunghai University, Visiting Professor of Chinese, 2000; Chinese Faculty, Summer Language School, Indiana University, 1990.
Overseas Experience:	China, Hong Kong, Taiwan
Asian Languages:	Mandarin and Cantonese (fluent in speaking), Japanese (reading).
Asian Courses taught:	Beginning Mandarin; Intermediate Mandarin; Advanced Mandarin; Selected Readings of Modern Chinese; Chinese Literature in Translation—Poetry; Chinese Literature in Translation—Prose; Chinese Culture; Chinese Philosophy; Classical & Literary Chinese; Senior Seminar on Daoism for Majors.
Specialization:	Classical Scholarship; The History of Sinology; History of Chinese Classical Chinese
Recent Publications:	<i>Dingli mobai: Hanxue de xianqu he gudian Hanyu wenxianxue de Fazhan</i> (Beijing: Peking University Press, in press); <i>History of Chinese Classical Scholarship, Vol. One. Zhou: Confucius, the Classics, and Scholastic Transmission</i> (Learners Press, in press); “ <i>Shiji ‘Rulin liezhuan’ xushifa chutan</i> ” (“Preliminary Investigation into the Narratology of the ‘Grove of Confucians’ chapter of the <i>Historian’s Records</i> ”). <i>Chinese Classical Scholarship</i> (2014). “ <i>Hanshu ‘Rulinzhuan’ xushufa chutan</i> ” (“Preliminary Investigation into the Narratology of the ‘Grove of Confucians’ chapter of the <i>History of Han</i> ”). <i>Journal of Historical Literature</i> (2015).
Distinctions:	Member of the Society for the Study of Historical Sources; Member of the Chinese Historical Literature Society; Member of the American Oriental Society.

Huang, Jiamin	Department of Dance (Associate Professor, tenured)
Education:	M.A., Brigham Young University (Modern Performing & Choreography), 1998; BFA, Beijing Dance Academy (Dance Education), 1984.
Academic Experience:	Chair of China Activity Committee; Director of Dance Study Abroad Program; Organizer and coordinator faculty members from the dance department at BYU to teach, lecture, and observe national dance composition in China; Organizer and coordinator for Chinese Leadership in Arts Education.
Overseas Experience:	Hong Kong, Singapore, Malaysia, China.
Asian Languages:	Mandarin (native)
% of time Asian Studies:	100%
Asian Courses Taught:	Contemporary Dance, Tec Theory, Studio Workshop, Ethnic Dance, Contemporary Dance Technique, Methods Teaching Contemporary Dance, Advanced Contemporary Choreography, Capstone in Dance, Studies in Dance.
Specialization:	Contemporary dance and Chinese dance
Recent Publications:	“Intercultural Communication Training in 21st Century Secondary Arts Education - The China Dance Study Abroad Program In Theory and Practice” <i>Beijing Municipal Commission of Education</i> 84 (2011); “Chinese Leadership in Arts Education Workshop: A Sino-American Cross-Cultural Exchange,” <i>Journal of Dance Education</i> (2009); “Dance Exercise Science in America Dance Education Program-Practice and Theory in University Level,” <i>Journal of Dance in Higher Education</i> (Chinese) (2009).
Distinctions:	Choreography Award, Paris, International Arts Festival 1992; National Award for “Most Valuable Textbook of the Year,” Beijing, China 1994.
Huynh, Thanh	Center for Language Studies (Instructor, untenured)
Education:	M.A., University of Utah (Economics), 2008; B.S., University of Utah (Organizational Communication), 2000; A.A., University of Education, Vietnam (Teaching Methodology and Linguistics), 1997.
Academic Experience:	Foreign Language Instructor, Brigham Young University; Assistant Director, International Exchange Institutes, HCMC, Vietnam.
Overseas Experience:	Vietnam
Asian Languages:	Vietnamese (native)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	First Year and Second Year Vietnamese
Specialization:	Vietnamese language and literature, teaching pedagogy, linguistics

Ikuwa, Robert Lono

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Asian Courses Taught:

Center for Language Studies (Instructor, untenured)

M.A., Brigham Young University (Public Administration), 2005; B.S., Brigham Young University, Hawaii (International Cultural Communications), 2003; MPA, Brigham Young University (Non-Profit Organization Management), 2005.

Foreign Language Instructor, Brigham Young University; Hawaiian Language Teaching Assistant, Brigham Young University, Hawaii; Hawaiian Language Teacher, Kealakehe Intermediate School, Hawaii.

Japan

Hawaiian (native), Japanese (fluent)

Mandatory CLS pedagogy training held each semester

100%

Hawaiian Language

Imvitaya, Kritsana

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Asian Courses Taught:

Center for Language Studies (Instructor, untenured)

M.S., University of Utah (Social Work), 1990; B.S., University of Utah (Sociology), 1988; B.A., Chiangmai University Political Science, 1980.

Foreign Language Instructor, Brigham Young University.

Thailand

Thai (native), Laotian (conversational)

Mandatory CLS pedagogy training held each semester

100%

1st Year Thai, 2nd Year Thai, 3rd Year Thai

Johnson, David J.

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

% of Time Asian Studies:

Asian Courses Taught:

Recent Publications:

Department of Anthropology (Professor, tenured)

Ph.D., University of Utah (Anthropology), 1987; M.A., University of Utah (Anthropology), 1982; B.A., University of Utah (Chemistry), 1972.

Professor, Brigham Young University

Jordan, Yemen.

Arabic (fluent)

100%

Peoples of the Middle East, Near Eastern Archaeology, Near East Seminar.

2013 "A Nabataean Chamber Tomb and Carved Block in Wadi Mataha, Petra, Jordan," in *Studies on the Nabataean Culture: Refereed Proceedings of the International Conference on the Nabataean Culture*. Vol 1 (2013); (2009). "Subsurface visualization using ground-penetrating radar for archaeological site preparation on the northern slope of Somma-Vesuvius: A Roman site," *Quaternario* (2009); "Five rock cut shaft tombs from Wadi Mataha," *Annual of the Department of Antiquities* (2013); "A new Nabataean inscription from Wadi Mataha, Petra," *Palestine Exploration Quarterly* 137, 2 (2005).

Distinctions:

Director, Wadi Mataha Project in Petra, Jordan.

Justiniano, Nelia

Education:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of Asian Studies:

Asian Courses Taught:

Center for Language Studies (Instructor, untenured)

B.S.E.E., Philippine Normal University.

Philippines

Tagalog (native)

Mandatory CLS pedagogy training held each semester

100%

Beginning Tagalog, Advanced Tagalog

Jarvis, Jonathan A.	Department of Sociology (Assistant Professor untenured)
Education:	<i>PhD, Sociology (2015)</i> , University of Hawaii at Manoa; <i>M.A., Sociology (2008)</i> , University of Hawaii at Manoa; Korean Language Program (2008-2009), Sogang University; <i>M.S., Sociology (2005)</i> , Brigham Young University; <i>B.A., Sociology (1998)</i> , University of Alberta
Academic Experience:	<i>Assistant Professor</i> , Brigham Young University (2016-Present); <i>Visiting Assistant Professor</i> , Brigham Young University (2013-2016); <i>Graduate Instructor</i> , University of Hawaii at Manoa (2011-2013); <i>Visiting Researcher</i> , Seoul National University; The Institute of Social Development and Policy Research (2010/2011)
Asian Languages:	Korean
Specialization:	Transnational Educational Strategies—International student mobility, immigrant academic achievement, global forms of capital, International Education—comparative educational performance, shadow education, globalization of higher education, Family Structures—cross-national differences, parenting
Recent Publications:	“The Asian-American Advantage in Math among Young Children: The Complex Role of Parenting,” <i>Sociological Perspectives</i> (2017); “The Relative Age Effect Reversal among the National Hockey League Elite” <i>PLOS ONE</i> (2017); “The Linguistic and Ethnic Transformation of the Church in Canada since the mid-1960s,” <i>Journal of Mormon History</i> (2017); “A Distinctive Way of Life: Family, Health, Education and Employment,” In <i>Canadian Mormons: History of The Church of Jesus Christ of Latter-day Saints in Canada</i> , (Brigham Young University, Religious Studies Center and Deseret Book Co., 2017.); “Growth, Distribution, and Ethnicity [in Canada],” in <i>Canadian Mormons: History of The Church of Jesus Christ of Latter-day Saints in Canada</i> (2017).
Jensen, Kimball Maw	Department of Theater and Media Arts (Assistant Professor, untenured)
Education:	Ph.D. in Cultural Studies, Claremont Graduate University, 2016 (Dissertation: Narrating Racial Identity Online: Asian American YouTube Channels)
Academic Experience:	Assistant Professor, Brigham Young University, 2017-present; Adjunct Professor, Brigham Young University, 2016-2017
Overseas Experience:	Peru, Japan
Courses Taught:	Film History 1; Film History 2; History of the Moving Image; Film Theory; Media as a Mirror of Our Times; Media and Performance Theory
Specialization:	Asian American Media, Digital Media Theory, Critical Race Theory
Recent Publications:	Review of Samurai Among Panthers: Richard Aoki on Race, Resistance, and a Paradoxical Life, by Diane C. Fujino, <i>The Journal of American Culture</i> (2014); Review of Passionate Friendship: The Aesthetics of Girl's Culture in Japan, by Deborah Shamoon, <i>The Journal of Popular Culture</i> (April 2013)

Kelly, Michael R	Department of Germanic and Slavic Languages (Associate Professor, tenured)
Education:	Ph.D., Ohio State University (Russian Literature), 1996; M.A., Ohio State University (Russian Literature and Linguistics), 1990; MPA, Brigham Young University, 1983; B.S., Brigham Young University (Sociology), 1978.
Academic Experience:	Associate Professor, Brigham Young University.
Overseas Experience:	Russia; Russian Study Abroad
Asian Languages:	Russian (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Cultural Survey-Asia, First-Year Russian, Second-Year Russian, Second-Year Conversation, Third-Year Russian, Cultural History of Russia, Russian Novel in English, Dostoevsky, Fourth-Year Russian, Russian Literature 1, Russian Literature 2, Special Studies in Russian.
Specialization:	Russian language and literature
Recent Publications:	“Deformation and Restoration of the Human Image in Gogol's Art and Thought: Ascent through Descent, a Slap in the Face, and Moral Responsibility” <i>Russian Review</i> ; “Gogol’s ‘Rome’: On the Threshold of Two Worlds,” <i>Slavic and East European Journal</i> (2003).
Distinctions:	Outstanding Teacher Award, College of Humanities (2011); Foreign Language Area Studies Fellow, 1992-93; IREX Summer Exchange of Language Teachers, Moscow State University, Summer 1992; Summer Language Institute, University of Indiana, Advanced Russian, Summer 1991; University Fellow, The Ohio State University, 1988-89.
Kim, Youngjoo	Department of Asian and Near Eastern Languages (Instructor, untenured)
Education:	Ph.D., University of Rochester (Linguistics), 1989; M.A., American University (TESOL), 1996; B.A., Ehwa Women’s University (French Language and Literature).
Academic Experience:	Associate Professor, Kyung Hee University; Kyung Hee Fellow, Kyung Hee University.
Overseas Experience:	South Korea
Asian Languages:	Korean (native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Selected Readings in Korean.
Recent Publications:	“A study on the correlation between Korean learners' proficiency and grammaticality judgment competence,” <i>Journal of Korean Language Education</i> 23-1 (2012); “American learners’ Korean language acquisition and their cognitive and psychological constraints,” <i>Bilingual Research</i> 49 (2012); “The Korean language acquisition and cognitive and psychological restrictions by French-speaking learners” <i>Korean Linguistics</i> 25 (2012).

Center for Language Studies (Instructor, untenured)

Education:	B.S., Brigham Young University-Hawaii (Hospitality and Tourism Management), 2008.
Overseas Experience:	Cambodia
Asian Languages:	Cambodian (native)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Cambodian

Asian and Near Eastern Languages Department (Instructor, untenured)

Education:	Ph.D. (Candidate), Brigham Young University (Instructional Psychology and Technology), 2013; M.A., University of Utah (Linguistics) 2004; B.A., Fu-Jen Catholic University Taiwan (Philosophy), 1992.
Overseas Experience	China, Taiwan
Asian Languages:	Mandarin (native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Mandarin, Beginning Chinese Reading.

Larsen, Kirk Wayne	Department of History (Associate Professor, tenured)
Education:	Ph.D., Harvard University (History), 2000; A.M., Harvard University (Regional Studies: East Asia), 1994; B.A., Brigham Young University (Asian Studies), 1992.
Academic Experience:	Associate Professor, Department of History, Brigham Young University, 2008–Present; Assistant Director, Academic Programs and Research, David M. Kennedy Center for International Studies, Brigham Young University, 2012–2018; Associate Professor of History and International Affairs, George Washington University, 2006–2008; Director, Sigur Center for Asian Studies, George Washington University, 2007–2008; Director, Undergraduate Program in International Affairs, George Washington University, 2006–2007; Co-director, Undergraduate Program in International Affairs, George Washington University, 2005–2006; Assistant Professor of History and International Affairs, George Washington University, 2000–2006.
Overseas Experience:	China, Korea, Taiwan
Asian Languages:	Korean (fluent in speaking, reading, writing, and translating); Modern Chinese (speaking and reading); Classical Chinese (reading)
Asian Courses taught:	Introduction to East Asian History; Modern Korea; China Since 1200.
Specialization:	Modern East Asia; Korea; Imperialism.
Recent Publications:	Work in progress: <i>History Matters: How Korea's Past Influences its Present and Future. Peace in the East: An Chunggŭn's Vision for Asia in the Age of Japanese Imperialism</i> (Lanham, MD: Lexington Books, 2017); "Competing imperialisms in Korea." In <i>The Routledge Handbook of Modern Korean History</i> , edited by Michael Seth, (New York: Routledge, 2016); "South Korean views of Chinese history," <i>Asan Forum</i> (2016); "Simple Conversation or Secret Treaty? The Taft-Katsura Memorandum in Korean Historical Memory," <i>Journal of Korean Studies</i> (2014); "Comforting Fictions: The Tribute System, the Westphalian Order, and Sino-Korean Relations," <i>Journal of East Asian Studies</i> (2013); <i>Tradition, Treaties, and Trade: Qing Imperialism in Chosŏn Korea, 1850-1910</i> (Cambridge, MA: Harvard University Asia Center, 2008);
Distinctions:	Advisory Council, Korea Economic Institute (2008–Present). National Advisory Council, Korea-America Student Conference (2008–Present). Editorial Board, <i>Seoul Journal of Korean Studies</i> (2008–2014); Bender Teaching Award, George Washington University (2006).
Lawrence, Keith A	Department of English (Associate Professor, tenured)
Education:	Ph.D., University of Southern California (English), 1987; M.A., Brigham Young University (American Literature), 1980; B.A., Brigham Young University (Japanese and English), 1977.
Academic Experience:	Associate Professor, Brigham Young University.
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
% of time Asian Studies:	75%
Asian Courses Taught:	Pan-Asian Literature, Asian American Literature, Cultural Survey of Asia, Japanese Reading and Culture
Specialization:	Comparative literature, Asian-American literature
Recent Publications:	<i>Asian Images: A Cultural Anthology of the "Asian" in American Fiction, 1850-1920</i> . (Flushing, NY: Ironweed Press, 2013); "Identity, Selfhood and Multiculturalism: Quebec's and Western Canada's Contrasting Models of Asian Canadian Masculinity" in <i>Masculinities in Twentieth- and Twenty-first Century French and Francophone Literature</i> (Newcastle-Upon-Thyme: Cambridge Scholars Press, 2011).
Distinctions:	Founding Director, Circle for Asian American Literary Studies; Literature Chair, Utah Academy of Sciences, Arts, and Letters (UASAL) General Board, Utah Academy of Sciences, Arts, and Letters (UASAL). (2013- Present). Alcuin Fellowship in General Education, Brigham Young University, 1999-Present.

Lawson, Francesca R. S.	Department of Comparative Arts and Letters (Associate Professor, tenured)
Education:	Ph.D., University of Washington (Ethnomusicology), 1988; M.A., University of California at Los Angeles (Ethnomusicology), 1979; B.M., Brigham Young University (Music Performance: Harp), 1977.
Academic Experience:	Associate Professor, Department of Comparative Arts and Letters, Brigham Young University, 2013–Present; Assistant Professor, Department of Humanities, Classics, and Comparative Literature, Brigham Young University, 2007–2013; Adjunct Assistant Professor of Music, Columbia University, 1993–1996; Acting Director, Center for Ethnomusicology, Columbia University, 199.
Overseas Experience:	China, Taiwan
Asian Languages:	Mandarin Chinese
Asian Courses taught:	Introduction to the Humanities of Asia; Introduction to Humanities of South Asia
Specialization:	Music and cognition; Gender expression in the Chinese performing arts; Language-music relationships.
Recent Publications:	“A Multidisciplinary and Interdisciplinary Approach to Luo Yusheng’s Video Performance of ‘At Break of Day,’” <i>The Oxford Handbook of the Music in China</i> in press; “The Significance of the Vocal Signature in Chinese Narrative Performance: a Look at Pitch and Duration Using Praat Acoustic Analysis Software,” <i>Analytical Approaches to World Music Journal</i> , in press; <i>The Women of Quyi: Liminal Voices and Androgynous Bodies</i> (New York: Routledge, 2017); “Response to ‘Rethinking music’s status as adaptation versus technology: a niche construction perspective,’” <i>Ethnomusicology Forum</i> (2016); “Music Creating Literature and Literature Creating Music: Luo Yusheng’s Beijing Drum Song Versions of the Story of Yu Boya and Zhong Ziqi,” <i>CHINOPERL: Journal of Chinese Oral and Performing Literature</i> (2015); “Bai Niu and the Women of Quyi: Appropriating Metaphysical Femininity and Reclaiming the Feminine Voice in Republican China,” <i>Modern Chinese Literature and Culture</i> (2014).
Distinctions:	Member, Tang Prize Foundation Selection Committee for Sinology (Taiwanese equivalent of the Nobel Prize); Jaap Kunst Prize for most significant article published in the field of ethnomusicology in 2014; Co-Chair, Society for Ethnomusicology.
Lee, Dah-Jye	Department of Electrical and Computer Engineering (Professor, tenured)
Education:	Ph.D., Texas Tech University (Electrical Engineering), 1990; MBA, Shenandoah University, 1999; MS, Texas Tech University (Electrical Engineering), 1987; BS, National Taiwan University of Science and Technology (Electrical Engineering), 1984.
Academic Experience:	Professor, BYU; Program Director, China Globalization Study Abroad Program, BYU; Research Associate/Instructor, Texas Tech University. One-year Sabbatical at Sun Yat-sen University in Guangzhou, China, 2017.
Overseas Experience:	China, Taiwan
% Time Asian Studies:	25%
Asian Courses Taught:	Study abroad and internship prep course, BYU-Nanjing University globalization program, Foundations of Global Leadership, Cultural Survey, Cultural Proofs.
Specialization:	Real-time Robotic Vision: structure from motion, stereo vision, optical flow, obstacle detection and avoidance, color feature descriptor.
Recent Publications:	“Design of a Clinical Decision Support System for Fracture Prediction Using Imbalanced Data,” <i>Journal of Healthcare Engineering</i> (2018); “An Efficient Feature Descriptor for Unmanned Aerial Vehicle Ground Moving Object Tracking,” <i>AIAA Journal of Aerospace Information Systems</i> , (2017); “Intelligent Behaviors and Test and Evaluation for Unmanned Ground Vehicles,” <i>Beijing Institute of Technology</i> (2015);
Distinctions:	Total research funding since 2002: \$1,329,902 (external: \$1,108,202, BYU internal: \$221,700), funding sources include grants, contracts, subcontracts from NIH, USDA, DoD, US Bureau of Reclamation, and private sector.

Lefgren, Julie
Asian and Near Eastern Languages Department (Instructor, untenured)
 Education: M.A., Brigham Young University (Chinese), 1998; B.A., University of Oregon (Comparative Literature, minor in Chinese), 1994.
 Overseas experience: China, Taiwan
 Asian Languages: Mandarin (fluent)
 Pedagogy Training: Mandatory departmental pedagogy training held each semester
 % of time Asian Studies: 100%
 Asian Courses Taught: Beginning Mandarin; Beginning Chinese Reading; Intermediate Mandarin; Intermediate Conversation; Advanced Mandarin; Advanced Conversation; Selected Readings of Modern China; Chinese Culture.

Lesa, Ta'au J
Center for Language Studies (Instructor, untenured)
 Education: B.A., Brigham Young University (Anthropology); A.A., American Samoa Community College (General Education), 1994.
 Academic Experience: Foreign Language Instructor, Brigham Young University
 Overseas Experience: Samoa
 Asian Languages: Samoan (fluent)
 Pedagogy Training: Mandatory CLS pedagogy training held each semester
 % of time Asian Studies: 100%
 Asian Courses Taught: Samoan

Lesai, W. Sei

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Center for Language Studies (Instructor, untenured)

MBA, Brigham Young University, 2009; B.S., Brigham Young University (Exercise Physiology), 2004.

Foreign Language Instructor, Brigham Young University

Samoa

Samoan (fluent)

Mandatory CLS pedagogy training held each semester

100%

Liu, Chuck

Education:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of time Asian Studies:

Asian Course Taught:

Asian and Near Eastern Languages Department (Instructor, untenured)

M.A., Brigham Young University (Computer Science), 1987; B.S., National Taiwan University (Geography), 1978.

Taiwan

Mandarin

Mandatory departmental pedagogy training held each semester

100%

Beginning Chinese, Intermediate Chinese

Liu, Yu (Rachel)	Department of Asian and Near Eastern Languages (Assistant Professor, tenured)
Education:	Ph.D., Sun Yat-sen University, China (Teaching Chinese as a Second Language, Linguistics and Applied Linguistics), 2010; B.A., Sun Yat-sen University, China (Chinese Language and Literature), 2005; Exchange Student, University of Hong Kong, 2004.
Academic Experience:	Assistant Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2014–Present; Instructor, “Princeton in Beijing (PiB)” Intensive Language Program, June–August 2009.
Overseas Experience:	China, Hong Kong
Asian Languages:	Cantonese, Mandarin
Asian Courses taught:	Beginning Chinese; Intermediate Chinese; Advanced Chinese; Chinese Writing; Introduction to Cantonese; Selected Readings of Modern Chinese Literature; Topics in Chinese Society and Culture; Modern Chinese Literature; Chinese Linguistics; Classical Chinese; Senior Seminar for Chinese Majors.
Specialization:	Second Language Acquisition; Chinese Linguistics; Chinese Pedagogy; Early Chinese Textbooks and Dictionaries Written by Westerners; Bilingualism in Early Childhood;
Recent Publications:	“Acquisition of Continuous Expression V-zhe by Korean Learners.” In <i>Analysis of Second Language Learners’ Language System</i> , edited by Wang Jianqin (Commercial Press, 2018); “The Effects of Task Types on Lexical Diversity of L2 Chinese Learners’ Speaking Performance,” <i>Chinese Teaching in the World</i> (2017); “The Relationship between Text Types and Task Difficulty in Chinese L2 Teaching,” <i>Journal of Chinese Language Education</i> (2017).
Distinctions:	Best paper at the 4th Young Scholar Forum of the Journal of Chinese Teaching, Beijing Language and Culture University (2016). Recipient of funding for research on “Analysis of Speaking Fluency in Chinese L2 Speech,” College of Humanities, Brigham Young University (2014–Present).
Lundberg, Grant H	Department of Germanic and Slavic Languages (Professor, tenured)
Education:	Ph.D., University of Kansas (Slavic Linguistics), 1999; M.A., University of Kansas (Russian Literature, Slavic Linguistics), 1994; B.A., Brigham Young University (Russian Language and Literature, German Language and Literature), 1992.
Academic Experience:	Professor of Russian, Department of German and Russian, Chair, Brigham Young University; Group Leader and Academic adviser, CIEE Summer Russian Language Program in St. Petersburg, Russia.
Overseas Experience:	Russia, Croatia, Slovenia
Asian Languages:	Russian (fluent), Croatian (fluent), Slovene (fluent)
Asian Courses Taught:	Advanced Language and Culture: Croatian, Slovene; First Year Russian; Third Year Russian; Russian Phonetics and Phonology; Advanced Russian; Russian Morphology and Historical Phonology; Senior Seminar in Russian.
Recent Publications:	“Attitudes Regarding the Influence of English on Varieties of Slovenian,” <i>POES 29: Definitely Perfect</i> . (ed. René Genis, Eric de Haard and Radovan Lučić). (Amsterdam: Pegasus, 2017); “Izenačevanje narečij,” <i>Dialogi</i> (2016); “A Preliminary Report on Dialect Attitudes in Austrian and Slovene Carinthia,” <i>Slovenski jezik</i> (2015); “Dialect Leveling and Local Identity in Slovenia,” <i>New Insights into Slavic Linguistics</i> . (ed. Jacek Witkoś and Sylwester Jaworski) (Peter Lang, 2014); <i>Fundamentals of the Structure and History of Russian</i> (Columbus, Ohio: Slavica, 2013); <i>Dialect Leveling in Haloze, Slovenia</i> . (Maribor: Zora, 2013); “Review of Gerhard Neweklowsky’s Der Gailtaler slowenische Dialekt” in <i>Slavia Centralis</i> (Maribor: 2013); “Review of Tijmen Pronk’s The Slovene Dialect of Egg,” <i>Canadian Slavonic Papers</i> (2010); “Review of Tjasa Jakop’s The Dual in Slovene Dialects,” <i>Journal of Slavic Linguistics</i> (2010).
Distinctions:	Naylor Prize in Balkan and South Slavic Linguistics, 2000; David M Kennedy Center for International Studies Research Grant, 2005; FLAS for Study of Slovene; IREX Board Fellowship to Slovenia 1997-98; Fulbright-Hays Dissertation Research Fellowship to Slovenia, 1997-98; NSEP Fellowship, 1996-97.

Magleby, Spencer P.	Department of Mechanical Engineering (Professor, tenured)
Education:	Ph.D., University of Wisconsin (Mechanical Engineering), 1988; M.S., Brigham Young University (Civil Engineering/Computer Graphics), 1983; B.S., Brigham Young University (Civil Engineering), 1983.
Academic Experience:	Associate Dean, Undergraduate Education, Brigham Young University; Director, Honors Program, BYU; Associate Dean, College of Engineering and Technology; Professor, Mechanical Engineering; Director of Interdisciplinary Product Development Graduate Program; Director/Co-Director of Capstone Program, College of Engineering and Technology, BYU.
Overseas Experience:	India, China, Japan
% of time Asian Studies:	25%
Asian Courses Taught:	Study abroad and internship preparation course, China
Specialization:	Global Product Development, engineering and globalization, manufacturing engineering
Recent Publications:	“Cylindrical Cross-Axis Flexural Pivots,” <i>Precision Engineering</i> (2017) (2018); “A Review of Thickness-Accommodation Techniques in Origami-Inspired Engineering,” <i>Applied Mechanics Reviews</i> (2018); “Best Practices for Using Global Virtual Teams,” <i>TechTrends</i> (2015).
Distinctions:	Best Paper Award, ASME/IFToMM International Conference on Reconfigurable Mechanisms and Robots (2012), ASEE Fred Merryfield National Design Award, American Society for Engineering Education in recognition of distinguished accomplishments in Design Engineering (2003); Boeing Outstanding Educator Award (2000); Boeing Outstanding Educator Award (1997).
McBride, Richard D., II	Department of Asian and Near Eastern Languages (Associate Professor, untenured)
Education:	Ph.D., East Asian Languages and Cultures, UCLA, 2001; B.A., Asian Studies and B.A. Korean, Brigham Young University, 1993.
Academic Experience:	Associate Professor, Brigham Young University, Asian & Near Eastern Languages Dept.; Associate Professor of History, Brigham Young University-Hawaii; Distinguished Visiting Scholar, Department of History, College of Humanities, Kyung Hee University, Seoul, Korea; Washington University, St. Louis, Post-Doctoral Fellow in East Asian Culture and Religion; Pomona College, Visiting Assistant Professor of Religious studies; University of Iowa, Visiting Assistant Professor of Chinese Religions, University of California, Irvine, Visiting Faculty
Overseas Experience:	Korea, China, Japan
Asian Languages:	Korean, Japanese, literary Chinese
% of time Asian Studies:	100%
Courses Taught:	Korean Literature to 1900; Korean Culture; Classical Korean (Hanmun); Korean Literature after 1900; Shamans, Sages, and Saints: An Introduction to Korean Religions; Premodern Korea History; History of East Asian Religions and Thought.
Specialization:	Korean and Chinese Buddhism, Early Korean history
Recent Publications:	Books: <i>Doctrine and Practice in Medieval Korean Buddhism: The Collected Works of Ŭich'ŏn</i> (Honolulu: University of Hawai'i Press, 2017); Articles: “Bearing the Canon on the Crown of the Head: <i>Jeongdae Balsa</i> and Worship of the Buddhist Canon in Contemporary Korean Buddhism,” <i>Reinventing the Tripitaka: Transformation of the Buddhist Canon in Modern East Asia</i> (New York: Lexington Books, 2017); “Can the <i>Samguk sagi</i> Be Corroborated through Epigraphy? An Analysis of the Capital-Rank System and Councils of Noble,” <i>Seoul Journal of Korean Studies</i> 29, no. 1 (June 2016); “The Complex Origins of the <i>Vinaya</i> in Early Korean Buddhism,” <i>The Eastern Buddhist</i> , New Series, 45, nos. 1–2 (2016).
Distinctions:	2016–2023: Co-PI, Social Science and Humanities Research Council of Canada (SSHRC) Partnership Grant: \$50,000 “From the Ground Up: East Asian Religions through Multi-Media Sources and Interdisciplinary Perspectives.” 2017, Exemplary Faculty Award, College of Arts & Humanities, BYU–Hawaii; 2016.

Mecham, R. Quinn	Department of Political Science (Associate Professor, tenured)
Education:	Ph.D., Stanford University (Comparative Politics, International Relations), 2006; M.A., Stanford University (Political Science), 1999; B.A., Brigham Young University (Comparative Literature), 1997.
Academic Experience:	Associate Professor, Brigham Young University; Visiting Professor, George Washington University, Assistant Professor, Middlebury College (2005 – 2013); Visiting Professor, Elliott School of International Affairs, George Washington University, Jan-Aug 2013.
Asian Languages:	Arabic (fluent); Turkish (basic)
% of time Asian Studies:	100%
Asian Courses Taught:	Islam and Politics, Middle East Political Systems.
Specialization:	International Relations
Recent Publications:	<i>Islamist Parties and Political Normalization in the Muslim World</i> (Philadelphia: University of Pennsylvania Press, 2014).
Distinctions:	Franklin Fellow, U. S. Department of State, Policy Planning Staff, 2009-2010; Hamburg Fellow, Center for International Security and Cooperation, Stanford University, 2002-2003.
Miller, J. Scott	Asian and Near Eastern Languages Department (Professor, tenured)
Education:	Ph.D., Princeton University (East Asian Studies), 1988; M.A., Princeton University (East Asian Studies), 1986; B.A., Brigham Young University (Comparative Literature), 1982.
Academic Experience:	Dean, College of Humanities, 2015-present; Chair, Asian and Near Eastern Languages Department 2009-2015; Assistant and Associate Professor of Japanese, Colgate University
Overseas Experience:	Japan, India, Indonesia, China, Korea
Asian Languages:	Japanese (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Asian Literary Traditions, Second-Year Japanese, Japanese Reading and Culture, Readings in History and Culture, Reading Documentary Styles, Reading Modern Short Fiction, Traditional Japanese Culture, Reading Modern Japan.
Specialization:	Nineteenth century and modern Japanese literature, oral narrative and translation theory, early Japanese sound recordings
Recent Publications:	“Young Writers Anticipate Death: Shiga and Kajii in Convalescence.” Proceedings of the 2012 Association for Japanese Literary Studies conference; “The Poetics of Aging: Confronting, Resisting and Transcending Mortality in the Japanese Narrative Arts.” (November 2015) Vol. 13:276-289; “Chapters 2-3 from <i>Nezumi kozô</i> by Shôrin Hakuen” in <i>Early Modern Japanese Literature: Research and Translation</i> (Honolulu: University of Hawai'i Press, 2012); “An Early Reading of ‘The Black Cat’ in Japanese” in <i>Translated Poe</i> (Lehigh, PA: Lehigh University Press, 2012); “Quantum Feline: the Prescience of Poe's Black Cat” in <i>Engaging Worlds: Core Texts and Cultural Contexts: Selected Papers from the Sixteenth Annual Conference of the Association for Core Texts and Courses</i> (University Press of America, 2011).
Distinctions:	Dean of Undergraduate Education and Honors Program; Director of BYU's International Cinema program

Miller, Richard B

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Asian Courses taught:

Specialization:

Recent Publications:

Distinctions:

Department of Sociology and School of Family Life (Chair and Professor)

Ph.D., University of Southern California (Sociology), 1989; M.S., Brigham Young University (Sociology), 1984; B.S., Brigham Young University (Asian Studies and Child Development & Family Science), 1982.

Chair, Department of Sociology, Brigham Young University, Director, School of Family Life, Brigham Young University, 2006–2012; Visiting Professor, Fu Jen Catholic University, Taipei, Taiwan, 2011; Research Specialist, American Association for Marriage and Family Therapy, Washington, D.C., 1999; Program Director, COAMFTE Accredited Masters and Ph.D. Marriage and Family Therapy Programs, School of Family Studies and Human Services, Kansas State University, 1994–1998; China, Singapore, Taiwan, Thailand

Cantonese, Mandarin Chinese

Many courses have China content

Families in China; Marriage and Family Therapy Process Research

“Developing Depressive Symptoms over the Adolescent Years: The Influence of Affiliated Cultural Values among Taiwanese Youth” *Journal of Child and Family Studies* (2017); “The Influence of Father Involvement in Adolescents’ Overall Development in Taiwan” *Journal of Adolescence* (2017); “Marital Conflict and Health in Taiwan: A Dyadic Longitudinal Analysis,” *Contemporary Family Therapy* (2017); “Attachment and relational aggression: Power as a Mediating Variable,” *American Journal of Family Therapy* (2016); “Examining Attachment Avoidance and Attachment Anxiety Across Eight Sessions of Couple Therapy,” *Journal of Marital and Family Therapy* (April 2016)

Co-principal investigator and recipient of funding for “The PACIFIC Project: Parents and Children in Families and in Cultures,” College of Family, Home, and Social Sciences, BYU (2009–2014). Grant for research on “Singapore national study of work-life harmony,” The Family Studies Center (2011–2013).

Money, R. Bruce

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Asian Courses taught:

Specialization:

Recent Publications:

Distinctions:

Department of Marketing and Global Supply Chain (Professor)

Ph.D., University of California, Irvine (Marketing), 1995; M.B.A., Harvard Business School, 1988; B.A., Brigham Young University (English), 1983.

Fred Meyer Professor of Marketing and International Business, Marriott School of Management, Brigham Young University, 2010–Present; Director, Whitmore Global Management Center, Brigham Young University, 2014–Present; Chair, Business Management Department, Brigham Young University, 2009–Present; Brigham Young University, 2007–2010; Associate Professor of Marketing and International Business, Marriott School of Management, Brigham Young University, 2004–2007; Associate Professor, International Business Department, University of South Carolina, 2001–2004; Assistant Professor, International Business Department, University of South Carolina, 1995–2001.

Japan, Singapore, China, Cambodia, Thailand, Vietnam

Japanese (business fluent)

Global Management; Global Business Negotiations; International Marketing

International marketing; Multilateral negotiation; Business-to-business buyer behavior; Effects and measurement of national culture; Services marketing.

International Marketing, 18th ed. (New York: McGraw Hill, 2019); “Mere Measurement “Plus”: How Solicitation of Open-ended Positive Feedback Influences Customer Purchase Behavior,” *Journal of Marketing Research* (2017); “The Power of Positive Surveying,” *Harvard Business Review* (2017).

Fred Meyer Professorship, Marriott School of Management, Brigham Young University (2010–Present). Outstanding Citizenship Award, Marriott School (2017). Outstanding Service Award, Business Management Department, Marriott School (2008, 2014). Highly Commended Award for 2010 article in *Journal of Services Marketing*, Emerald LiteriNetwork (2011).

Monson, Clark	Department of Geography (Assistant Professor, untenured)
Education:	Ph.D., University of Hawaii (Geography), 2004; M.S., Brigham Young University (Brigham Young University (Geography), 1996; B.A., Brigham Young University (Communications), 1985.
Academic Experience:	Assistant Professor, Brigham Young University, 2011-present; Visiting Professor, Brigham Young University, 2000-2010; Adjunct Faculty, Utah Valley State College, 2006; Adjunct Faculty Brigham Young University-Hawaii, 1997-1999.
Overseas Experience:	New Zealand
% of Asian Studies:	50%
Asian Courses Taught:	World Regional Geography, Global Environmental.
Specialization:	Oceania
Recent Publications:	“Cultural Constraints and Corrosive Colonization: Western Commerce in Aotearoa/New Zealand and the Extinction of the Huia (<i>heteralocha acutirostris</i>),” <i>Pacific Studies</i> (2005); “Conservation Implications of Chamorro Consumption of Flying Foxes as a Possible Cause of Amyotrophic Lateral Sclerosis-Parkinsonism Dementia Complex in Guam,” <i>Conservation Biology</i> (2003).
Distinctions:	Kenan Fellow, National Tropical Botanical Garden, 2003; Associate Editor, <i>Western North American Naturalist</i> , 2004-2006.
Moody, Stephen J.	Department of Asian and Near Eastern Languages (Assistant Professor)
Education:	Ph.D., University of Hawai‘i at Mānoa (East Asian Languages and Literatures: Japanese), 2014; M.A., University of Hawai‘i at Mānoa (East Asian Languages and Literatures: Japanese), 2012; M.A., The Ohio State University (Economics), 2009; B.A., Brigham Young University (Economics and Japanese), 2006.
Academic Experience:	Assistant Professor, Department of Asian and Near Eastern Languages, Brigham Young University, January 2015–Present; Lecturer, Department of Social Sciences, Windward Community College, August 2011–December 2014.
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
Asian Courses taught:	Second-Year Japanese; Reading Modern Short Fiction; Contrastive Analysis of Japanese and English.
Specialization:	Japanese sociolinguistics and pragmatics; Discourse and conversation analysis; Intercultural professional interaction
Recent Publications:	“Terms of address and identity in American-Japanese workplace interaction.” In Haruko Cook & Janet Shibamoto-Smith, <i>Japanese at Work: Politeness, Power, and Personae in Japanese Workplace Discourse</i> , (Basingstoke: Palgrave Macmillan, 2018); “Learning technical terms in workplace interaction.” In Tim Greer, Midori Ishida & Yumiko Tateyama, <i>Interactional Competence in Japanese as an Additional Language</i> , National Foreign Language Resource Center: Honolulu (2017). “Fitting in or Standing out? A Conflict of Belonging and Identity in Intercultural Polite Talk at Work.” <i>Applied Linguistics</i> (2017). “Should We Teach Rules for Pragmatics? Explicit Instruction and Emergent Pragmatic Awareness of Japanese Plain and Polite Forms.” <i>Japanese Language and Literature</i> 48, no.1 (2014): 39–69. “‘Well, I’m a Gaijin’: Constructing Identity through English and Humor in the International Workplace.” <i>Journal of Pragmatics</i> 60 (2014): 75–88.
Distinctions:	Graduate Fellowship, Center for Japanese Studies at the University of Hawai‘i at Mānoa (2012–2013). Foreign Language and Area Studies Fellowship (2008–2009). University Fellowship, The Ohio State University (2007–2008).

Mower, Gordon	Department of Philosophy (Associate Professor, tenured)
Education:	Ph.D., University of Utah (Philosophy), 2007; M.A., University of Utah (Political Science), 1994; B.S. and B.A., University of Utah (Economics and Political Science), 1988.
Academic Experience:	Associate Professor, Department of Philosophy, Brigham Young University, 2014–Present; Visiting Assistant Professor, Department of Philosophy, Brigham Young University, 2011–2014; Instructor, Philosophy and Humanities Department, Utah Valley University, 2002, 2008–2011; Instructor, Political Science and Philosophy Department, Weber State University, 2007–2011.
Overseas Experience:	Hong Kong, Korea, Japan, Singapore
Asian Languages:	Korean (intermediate abilities in speaking, understanding, reading, and writing), Chinese (beginning abilities in reading and writing), Japanese (rudimentary abilities)
Asian Courses taught:	Introduction to Chinese Philosophy.
Specialization:	East Asia, especially Korea; Philosophy; Politics; Economics; History; International relations.
Recent Publications:	“Does Han Fei Have a Conception of Justice?” (Forthcoming) <i>Asian Studies</i> . “Property as Place, East and West.” <i>Communication of Chinese Culture</i> ; “Doubts about Liberal Forms of Civic Education,” <i>Social Philosophy Today</i> (2016): 59–72; “Mengzi and Hume on Extending Virtue,” <i>Philosophy East and West</i> (April 2016); “Confucianism and Civic Virtue,” <i>Social Philosophy Today</i> (July 2013); “The Confucian Concept of Persons.” <i>Appraisal</i> (2012).
Distinctions:	Member of the American Philosophical Association, Royal Asiatic Society Korea Branch, North American Society for Social Philosophy, and North American Korean Philosophy Association.
Mulia, Wendy K.	Center for Language Studies (Instructor, untenured)
Education:	B.S., Brigham Young University (Travel and Tourism), 1986.
Academic Experience:	Instructor, Center for Language Studies.
Overseas Experience:	Indonesia, China
Asian Languages:	Indonesian (native) Chinese (conversational)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of Asian Studies:	100%
Asian Courses Taught:	Indonesian

Nelson, Brent E.	Department of Electrical and Computer Engineering (Professor, tenured)
Education:	Ph.D., University of Utah (Computer Science), 1984; M.S., University of Utah (Computer Science), 1983; B.S., University of Utah (Computer Science), 1981.
Academic Experience:	Department Chair, Dept of Electrical and Computer Engineering (1993-1997, 2012-2018), Co- Director, National Science Foundation Center for High-performance Reconfigurable Computing, BYU Site Director; Professor, Department of Electrical and Computer Engineering, BYU; Visiting Scholar, Sanders Corporation, Nashua New Hampshire; Visiting Scholar, Intel Corporation, Hillsboro Oregon; Director, Center for Parallel Supercomputing, BYU; Visiting Scholar, General Dynamics Corporation, San Diego California;
Overseas Experience:	Taiwan, Hong Kong, China
Asian Languages:	Mandarin (Fluent)
Asian Courses Taught:	Study Abroad China, Foundations of Global Leadership, Chinese Culture, Globalization, Cultural Proofs.
Specialization:	Computer Science and Electrical Engineering
Recent Publications:	“Vivaldo Design Interface: An Export/Import Capability for Vivado FPGA Designs” in Proceedings of the 27th International Conference on Field Programmable Logic and Applications (FPL), Ghent, Belgium (2017); “Packing a Modern Xilinx FPGA Using RapidSmith” International Conference on ReConFigurable Computing and FPGAs (ReConFig 2016), Cancun Mexico, December 2016.
Distinctions:	Ira A. Fulton Chair in Globalization, Ira A. Fulton College of Engineering and Technology (2010 - 2012); Audience Choice Award, IEEE - FCCM'2011 (2011); Community Service Award, IEEE - FPL'2011 (2011); Phi Kappa Phi Distinguished Faculty Award, BYU Chapter of Phi Kappa Phi (2011); Phi Kappa Phi Annual Outstanding Faculty Award, BYU Phi Kappa Phi (2011).
Nelson, C. Riley	Department of Integrative Biology (Professor, tenured)
Education:	Tilton Postdoctoral Fellow, California Academy of Sciences (Entomology), 1989; Ph.D., Brigham Young University (Zoology), 1986; M.S., Utah State University (Biology), 1984; B.S., Utah State University (Biology), 1980.
Academic Experience:	Member, Mongolian Aquatic Insect Survey (2005-Present); Professor, Brigham Young University; Visiting Professor, Southwest Educational Development Laboratory; Visiting Professor, Organization for Tropical Studies; Senior Lecturer, University of Texas; Biomonitoring consultant, Nature Conservancy of Texas; Faculty Laboratory Advisor, University of Texas.
Overseas Experience:	Mongolia, Tahiti
Asian Languages:	Mongolian (conversational), Tahitian (fluent)
% of time Asian Studies:	50%
Asian Courses Taught:	Biodiversity, Principles of Biology, Cultural survey
Recent Publications:	“A Guide to the Mongolian Stoneflies (Insecta: Plecoptera),” <i>Zootaxa</i> (2012).
Distinctions:	General Education Professorship, Brigham Young University (2013); Creative Works Award, Brigham Young University (2012); John Tanner Lectureship, M.L. Bean Life Science Museum, Brigham Young University (2006).

Nelson, David	School of Family Life (Professor, tenured, and Associate Dean)
Education:	Ph.D., University of Minnesota Institute of Child Development (Philosophy, Developmental Psychology), 1999; B.S., Brigham Young University (Human Development), 1995.
Academic Experience:	Associate Dean, Brigham Young University; Professor, Brigham Young University; Associate Professor, Brigham Young University; Assistant Professor, Brigham Young University
Overseas Experience:	Russia, China, Japan
Asian Languages:	Russian (functionally fluent)
% of time Asian Studies:	75%
Asian Courses Taught:	Familial Influences on Social Development, Childhood Aggression, Socialization Across Childhood, Parenting and Child Guidance; Introduction to Child Development
Specialization:	Russia, Turkey, Malaysia, China, Taiwan, and Japan
Recent Publications:	“Correlates of sociometric status in Russian preschoolers: Aggression, victimization, and sociability,” <i>Personality and Individual Differences</i> (2016); “Parenting, Relational Aggression, and Borderline Personality Features: Association over time in a Russian Longitudinal Sample,” <i>Development and Psychopathology</i> (2014); “Marital satisfaction and depressive symptoms in China. <i>Journal of Family Psychology</i> (2013); “Adolescent-parent attachment as a mediator of relations between parenting and adolescent social behavior and wellbeing in China,” <i>International Journal of Psychology</i> (2013).
Distinctions:	Mary Lou Fulton Young Scholar, Brigham Young University, 2010; Child Psychology Training Grant Fellowship, National Institute of Mental Health; Jonathan Baldwin Turner Graduate Fellowship, University of Illinois at Urbana-Champaign.
Nielsen, Perptua Lynne	Department of Statistics (Associate Professor, tenured)
Education:	Ph.D., Brigham Young University (Instructional Psychology and Technology), 2018 M.S., Brigham Young University (Statistics), 1984 B.S., University of Philippines (Mathematics), 1973
Overseas Experience:	Philippines
Asian Languages:	Tagalog and Buhinon (native)
% of time Asian Studies:	25%
Recent Publications:	The impact of a flipped classroom model of learning on a large undergraduate statistics class. <i>Statistics Education Research Journal</i> (2018); “We Are Not Helpless: Addressing Structural Gender Inequality in Post-Conflict Societies,” <i>PRISM – Journal of the Center for Complex Operations</i> . 6(1); “State Fragility and Structural Gender Inequality in Family Law: An Empirical Investigation. <i>Laws</i> (Special Edition: Evolving Challenges: An International Retrospective on Feminist Legal Theory) (2015); “Clan governance and state stability: The relationship between female subordination and political order,” <i>American Political Science Review</i> , (2015).

Novilla, M. Lelinneth B.	Department of Health Sciences (Associated Professor, tenured)
Education:	MPH, University of Utah, 1999; M.D., University of the City of Manila, 1990; B.S., University of the Philippines (Public Health), 1986
Academic Experience:	Associate Professor, Brigham Young University
Overseas Experience:	Philippines
Asian Languages:	Tagalog (native)
% of time Asian Studies:	40%
Asian Courses Taught:	Chronic & Infectious Diseases Prevention & Control; Integrating Public and Primary Care to Improve Population Health and Health Equity, Interprofessional Education & Collaboration, Health and Aging; Families & Public Health; Maternal & Child Health; Social Context of Health & Disease; Social Determinants of Health; Health in All Policies
Specialization:	Social Determinants of Health; Health in All Policies; Public Health and Primary Care, Health Equity; Public Health Policy; Multicultural Health
Selected Publications:	“Growth in adolescent self-regulation and impact on sexual risk-taking: A curve-of-factors analysis,” <i>J Youth and Adolescence</i> (2018); “Family Financial Stress and Adolescent Sexual Risk-Taking: The Role of Self-Regulation,” <i>J Youth and Adolescence</i> (2016); “Public health perspectives on the family: An ecological approach to health promotion in the family and community,” <i>Family & Community Health</i> . (2006).
Distinctions:	Distinguished Service to the Board of Trustees, Timpanogos Regional Hospital (2013); C. Joseph Rowberry Teaching & Learning Faculty Fellowship, Brigham Young University (2012); Teaching Excellence Award, College of Health and Human Performance, Brigham Young University (2008); Delta Omega Honorary Society in Public Health (2000)
Nuckolls, Charles W	Department of Anthropology (Professor, tenured)
Education:	Ph.D., University of Chicago (Anthropology), 1987; M.A., University of Wisconsin (South Asian Studies), 1980; B.A., University of Chicago (Anthropology), 1979.
Academic Experience:	Professor, BYU
Overseas Experience:	India and Japan
Asian Languages:	Telugu (fluent), Hindi (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Peoples of India, Contemporary Japan, Kinship and Gender, Indian Cinema.
Specialization:	Anthropological studies of causal thinking and explanation in India; nationalism in Japan; psychiatric classification and diagnosis in the US and New Zealand.
Recent Publications:	“Murder in Utopia: The Last Great Indian Massacre,” In <i>Race and Utopia</i> (New York: Palgrave, 2018); “Paradox and Dialectic: From Cosmology to Kinship,” In Z. Haridimos Ed. <i>Paradox and Dialectic</i> (Oxford University Press, 2018); “An Attachment-Theoretical Approach to Religious Cognition,” In J. Cassanati & U. Menon eds, <i>Universalism Without Uniformity</i> (Chicago: University of Chicago Press, 2017); “Hierophantic Crisis and Divination in South India,” In B.V. Sharma ed. <i>Medical Anthropology: Tradition and Change</i> . (New Delhi: Concept Publishers, 2016); “Zombies: Revenge and the Perfect Sacrifice of Innocence, In R. de S. Tavares & V Chauhan. eds. <i>The Emotions and Actions of Revenge</i> (Oxford: Inter-Disciplinary Press, 2015); “Forgiveness, Marriage, and the Moral Economy of Zombies,” In K. Halnon (Ed.) <i>Vicissitudes of Forgiveness</i> (Oxford: Inter-Disciplinary Press, 2014) “Irrigation and Social Dislocation in Bengal,” <i>Science</i> (2014).
Distinctions:	International Studies Invited Lecture, Jawaharlal Nehru Technical University (2010); Senior Fulbright Fellowship, Council for the International Exchange of Scholars (2007); 1989 Sterling Award for Contributions to Psychological Anthropology; Editorial Boards: <i>Medical Anthropology Quarterly</i> ; <i>International Association for the Study of Traditional, Asian Medicine, Medicine and Culture</i> ; Award Committee: Sterling Award Committee (American Anthropological Association).

Okawa, Shizuka

Education:
Overseas Experience:
Asian Languages:
Pedagogy Training:
% of Asian Studies:
Asian Courses Taught:

Asian and Near Eastern Languages Department (Instructor, untenured)

B.A., Brigham Young University (English), 1975.
Japan
Japanese (native)
Mandatory departmental pedagogy training held each semester
100%
Third-Year Conversation

Page, Randy

Education:

Academic Experience:

Overseas Experience:
Languages:
% of Asian Studies:
Asian Courses Taught:

Department of Health Sciences (Professor, tenured)

Ph.D., Southern Illinois University (Health Education), 1982; M.H.E., Brigham Young University (Community Health Education), 1980; B.S., Brigham Young University (Community Health Education), 1979.
Director, global health internship in Cambodia, BYU; Co-director, India study abroad, BYU; Professor, Brigham Young University, 2003 to present; Professor, University of Idaho, 1996-2002; Associate Professor, University of Idaho, 1991-1996; Visiting Associate Professor, Ohio State University, 1990-1991; Assistant Professor, University of Idaho, 1987-1990; Assistant Professor, University of Northern Colorado, 1985-1987; Assistant Professor, State University of New York-Cortland, 1984-1985.
Cambodia, India, Philippines, South Korea, Thailand.
Chinese (basic)
75%
Study Abroad Cambodia, Study Abroad India, Cultural Survey Cambodia, Cultural Survey India.

Specialization:
Recent Publications:

Public health policy, development and community health
“Analysis of smoking in South Korean middle school students: shifting preferences in brand choice and rising popularity of Marlboro cigarettes,” *International Quarterly of Community Health Education*, 33, 3 (2013); “The Philippines is Marlboro Country for youth smoking: Results from the Global Youth Tobacco Survey (GYTS),” *Journal of Drug Education* 42, 2 (2012); “Marlboro and other usual brand choices by youth smokers in Middle Eastern countries,” *Journal of Youth Studies*; “Meanings of smoking among adolescents in Chiang Mai, Thailand,” *International Quarterly of Community Health Education* 32, 1 (2011-2012); “Thai adolescents normative beliefs of the popularity of smoking among peers, adults, the successful and elite, and parents,” *Social Development*.

Distinctions:

Faculty Award for Research, College of Health and Human Performance, Brigham Young University, 2007; Outstanding Faculty Award, University of Idaho Student Disability Services and the Office of Dean of Students, May 2001; International Faculty Development Award, University Studies Abroad Consortium and University of Idaho Office of International Programs, April 1999; Award to travel to Sichuan University, Chengdu, China for language and cultural training, summer of 1999.

Parker, Clay	Asian and Near Eastern Languages Department (Instructor, untenured)
Education:	M.A., So Gang University (Political Science/ North Korean Studies), 1997; B.A., Brigham Young University (Humanities), 1980.
Asian Languages:	Korean (fluent)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of Asian Studies:	100%
Asian Courses Taught:	Third-Year Korean, Fourth-Year Korean, North Korean Language and Culture; Individual Study in Korean.
Peterson, Mark A	Asian and Near Eastern Languages Department (Associate Professor, tenured)
Education:	Ph.D., Harvard University (East Asian Languages and Civilization), 1987; M.A., Harvard University (East Asian Languages and Civilization), 1973; B.A., Brigham Young University (Asian Studies and Anthropology), 1971.
Academic Experience:	Associate Professor 1995 – present; Bi-annual educators (K-12 & post-secondary educators, text book writers) tour of Korea, Korea Society; Coordinator for Asian Studies, KCIS, 1990 – 1994; Deputy Director, KCIS, 1994 – 1998; <i>Journal of Asian Studies</i> , Book Review Editor for Korean Studies, 1996 – 2000; Director, Undergraduate Programs, David M. Kennedy Center for International Studies, 1996 – 1998; Coordinator, Asian Studies Program, BYU, 1992 – 1996; Lecturer in History, Ewha Summer Session, and Kansas at Ewha (fall semester), Ewha Women's University, 1979-83; Executive Director, Korean-American Educational (Fulbright) Commission, Seoul, Korea, 1978-1983.
Overseas Experience:	South Korea, China, Japan, India
Asian Languages:	Korean (fluent), Chinese (reading)
% of time Asian Studies:	100%
Asian Courses Taught:	Pre-Modern Korean History, Cultural Survey, First-Year Korean, Second-Year Korean, Third-Year Korean, Third-Year Conversation, Selected Readings of Modern Korean, Korean Literature to 1900, Korean Culture, Fourth-Year Korean, Classical Korean (Hanmun) Korean Literature after 1900.
Specialization:	Korean culture, Korean history, genealogy
Recent Publications:	<i>A Brief History of Korea</i> . (New York: Facts on File, 2010); "Scholarly Women before Confucianization: The Case of Hwang Chin-i (1506-1544)," in <i>Sparks of Creativity: Women in the Korean Humanities</i> " (2010); "Slaves over the Generations: an examination of inheritance of slaves in Chosŏn Korea," <i>International Journal of Korean Studies</i> (2004); <i>Korean Adoption and Inheritance: Case Studies in the Creation of a Classic Confucian Society</i> (1996); <i>Yugyo sahoe ui ch'angch'ul: Choson chunggi ibyangje wa sangsokche ui pyonhwa</i> (The emergence of Confucian society: Changes in inheritance and adoption in the middle of the Choson dynasty) (2000).
Distinctions:	Global Korea Award, Michigan State University (2010); Chair, Committee Korean Studies, the Association for Asian Studies, 1998-2000; Member of the Board of Advisors, Korea Foundation, 2004-present; Yeonnam Prize for best book on Korea (1996).

Phillips, Kerk	Department of Economics (Associate Professor, tenured)
Education:	Ph.D., University of Rochester (Economics), 1991; MPA, University of Rochester (Economics), 1990; B.S., Brigham Young University (Economics), 1986.
Academic Experience:	Associate Professor, Brigham Young University; Visiting Instructor, University of Michigan; Assistant Professor, Brigham Young University, Coordinator, International Relations program, KCIS, 2007-10; Visiting Professor, Korea University Summer Program, 2005-2008; Professor, Hopkins-Nanjing Center, Nanjing China, 2000-2001.
Overseas Experience:	Korea, China.
Asian Languages:	Korean (fluent), Mandarin (conversational)
% of time Asian Studies:	50%
Asian Courses Taught:	International Monetary Theory, Cultural Proofs, World Religions.
Specialization:	Asian Economies; Open Economy Macroeconomics, Economic Growth & Cycles, Real & Nominal Exchange Rate Dynamics.
Recent Publications:	“The Economic Reunification of Korea: A Dynamic General Equilibrium Model” in <i>Costs and Benefits of Korean Unification</i> (Seoul: Korea Institute for National Unification, 2014); “Game Over: Simulating Unsustainable Fiscal Policy” in <i>Fiscal Policy after the Financial Crisis</i> (University of Chicago Press, 2013); “A Dynamic General Equilibrium Model of Korean Immigration” (2012).
Distinctions:	2013 Best Paper of Korea and the World Economy, The Association of Korean Economic Studies (2013).
Properzi, Mauro	Department of Religious Education (Associate Professor, tenured)
Education:	Ph.D., Durham University (Religion); M.A., Harvard Divinity School (Theological Studies); B.S., Brigham Young University (Social Work).
Academic Experience:	Associate Professor, Brigham Young University
Overseas Experience:	Italy, United Kingdom, Israel, Jordan
Languages:	Italian (native), German (reading), Spanish (reading)
% of time Asian Studies:	55%
Asian Courses Taught:	Survey of World Religions, Islam, Survey of Christianity, The Old Testament
Specialization:	The intersection of psychology and spirituality, interfaith dialogue, Moral theology
Recent Publications:	“Toward Theological Inclusivism: The Effects of a World Religions Course in a Mormon University,” <i>Journal of Research on Christian Education</i> (2017); “In the Footsteps of Peter and Paul: Modern Pioneers in Italy,” <i>Religious Educator</i> (2016), “From Sectarian to Holistic: The Practice of Meditation in Modern Japan,” <i>The International Journal of Religion and Spirituality in Society</i> (2015); <i>Mormonism and the Emotions: An Analysis of LDS Scriptural Texts</i> (Madison, NJ: Fairleigh Dickinson University Press, 2015); “The Religious ‘Other’: Reflecting upon Mormon Perceptions,” <i>International Journal of Mormons Studies</i> (2013).
Distinctions:	Post-doc, University of Rome (Interfaith Dialogue)

Purves, Mark	Department of Germanic and Slavic Languages (Assistant Professor, untenured)
Education:	Ph.D., University of Virginia (Slavic Languages and Literatures), 2007; M.A., University of Virginia (Slavic Languages and Literatures), 2004; B.A., Brigham Young University (English), 2001.
Academic Experience:	Assistant Professor, Honors Coordinator, Russian House Faculty Advisor, Brigham Young University, Teaching Fellow and Teaching Assistant, University of Virginia.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Second Year Russian; Masterpieces of Russian Literature in English; Dostoevsky; Tolstoy; Russian Play.
Specialization:	Nineteenth and Early Twentieth-Century Russian Literature, Anton Chekhov, Twentieth-Century Russian and Polish Drama, John Cheever, Influence of the Classic Russian Novel on Contemporary Irish Literature.
Recent Publications:	“Hans Richter: Biographie” in <i>Hans Richters Rhythmus 21</i> (Würzburg: Königshausen und Neumann, 2012); “Missing: Absent Children in Chekhov's Plays” (2013); “The Muted Cri de Cœur of Dr. Ragin: ‘Ward no. 6’ Reconsidered,” <i>University of Melbourne</i> (2013).
Reed, Andrew	Department of Religious Education (Assistant Professor, untenured)
Education:	PhD, Arizona State University, Modern Eastern Europe and Russia Secondary Field: Religious Studies and Jewish History; MA, University of Oxford, Wolfson College (Slavonic Studies) 2005; BA, Brigham Young University (History), 2004.
Overseas Experience:	Russia, Israel, Jordan
Languages:	Russian (fluent), Polish (fluent), Polish (proficient)
% of time Asian Studies:	100%
Asian Courses Taught:	Survey of World Religions; Survey of Judaism and Islam
Specialization:	Jewish-Christian Relations, Late-Imperial Russia, Eurasia, Politics of Religious Minorities, International Churches, Theory of Empires, Jewish Historiography, Secularism
Recent Publications:	“The Saratov Case as a Critical Juncture in Ritual Murder History” in <i>The Worlds of Ritual Murder: Culture, Politics, and Belief in Eastern Europe and Beyond</i> , Eugene M. Avrutin, Jonathan Dekel-Chen, and Robert Weinberg, eds. (Bloomington: Indiana University Press, 2017); “The non-Mormon <i>mormony</i> : authority, religious tolerance, and sectarian identification in late imperial Russia” in <i>The Worldwide Church: Mormonism as a Global Religion</i> , Michael A. Goodman and Mauro Properzi, eds. (Provo, UT: Religious Studies Center Brigham Young University, 2016).
Distinctions:	Young Researcher Conference: Centennial, Commemoration, Catastrophe, 1917-2017 as Past and Present in Russia and Beyond.” Havighurst Center for Russian and Post-Soviet Studies (Miami University) Fellowship, 2017); Wallace E. Adams Memorial Award for Excellence in European History, Arizona State University, 2014; NSEP Boren Fellow, 2012-13

Riep, Steven	Asian and Near Eastern Languages Department (Associate Professor, tenured)
Education:	Ph.D., University of California, Los Angeles (Modern Chinese Literature), 2001; M.A., University of California, Los Angeles (East Asian Languages and Cultures: Chinese Emphasis), B.A., University of California, Berkeley (Chinese and Political Economy), 1987.
Academic Experience:	Associate Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2010–Present;
Overseas Experience:	China, Hong Kong, India, Japan, Mongolia, Nepal, Pakistan, Sri Lanka, Taiwan
Asian Languages:	Mandarin Chinese (fluent), Classical Chinese (good reading knowledge), Japanese (conversational ability)
Asian Courses taught:	Asian Literary Traditions; Chinese Film in Translation; Chinese Literature in Translation—Narrative Literature; Chinese Culture; Business Chinese; Modern Chinese Literature in Chinese; Contemporary Chinese Literature in Chinese; Senior Seminar for Majors.
Specialization:	Modern and Contemporary Transnational Chinese Literature and Film; Cultural Production Under Authoritarian Regimes; Disability Studies;
Recent Publications:	Translation of the Bai Xianyong story “Guhui” (Remains of the Dead). <i>Taiwan Literature: English Translation Series</i> (July 2017); “A War of Wounds: Disability, Disfigurement and Anti-heroic Narratives of War: The Case of Yu Hua’s ‘The Death of a Landlord’” <i>Southern Cultural Forum</i> (Guangxi Writers Association, 2017); “Bai Xianyong.” In <i>Contemporary Literary Criticism</i> , (2017); Translation of two essays by Wang Wen-hsing “Film is Literature” and “Of Journeys and Islands: Narrative Patterns and Style in Ingmar Bergman’s Films,” <i>Taiwan Literature: English Translation Series</i> (2017); “Shanghai Modernism: The New Sensationists,” In <i>The Columbia Companion to Modern Chinese Literature</i> , edited by Kirk Denton (New York: Columbia University Press, 2016).
Distinctions:	Ministry of Foreign Affairs Fellowship, Ministry of Foreign Affairs, Taiwan (2013). Faculty Research Grant, David M. Kennedy Center for International Studies, BYU (2012–2013, 2015–2016, 2018). Western Conference of the Association for Asian Studies (WCAAS), 2015–2016; Executive Board, WCAAS, 2008–Present.
Roberts, Brian R.	English Department (Assistant Professor, untenured)
Education:	Ph.D., University of Virginia (American Literature), 2008.
Academic Experience:	Assistant Professor, Brigham Young University
Overseas Experience:	Indonesia, Philippines
Languages:	Indonesian (basic)
% of time Asian Studies:	45%
Asian Courses Taught:	20th Century US Drama in Black and White; Race, Performance, and 20th Century US Drama; Literature of the New Black Era
Specialization:	Black diaspora literature and culture, and modernism/modernity, the Indonesian travels of Richard Wright for the Asian-African Conference, Bandung, Indonesia and his writings.
Recent Publications:	<i>Artistic Ambassadors: Literary and International Representation of the New Negro Era</i> (Charlottesville, Virginia: University of Virginia Press, 2012); “Abolitionist Archipelago: Pre-and Post-Emancipation Islands of Slavery and Emancipation” in <i>Abolitionist Places</i> (New York: Routledge, 2013); “Passing into Diplomacy: U.S. Consul James Weldon Johnson and the Autobiography of an Ex-Colored Man,” (2010); “Ambassadors of Race and Nation,” <i>American Foreign Service Association</i> (2013).
Distinctions:	Fulbright Scholar, Indonesia (2014-15).

Robins, Debra C	Asian and Near Eastern Languages Department (Instructor, untenured)
Education:	M.A., Brigham Young University (International Relations), 1983; B.S., Brigham Young University (Child Development and Family Relations), 1975.
Overseas Experience:	China, Taiwan
Asian Languages:	Mandarin (native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of time Asian Studies:	100%
Asian Courses Taught:	Beginning Mandarin; Chinese Calligraphy; Intermediate Mandarin; Advanced Mandarin; Advanced Conversation; Selected Readings of Modern China; Chinese Culture; Cultural Survey-China.
Roby, Jini L	School of Social Work (Associate Professor, tenured)
Education:	J.D., J. Reuben Clark Law School Brigham Young University, 1990; MSW, Brigham Young University (Social Work), 1984; M.S., Brigham Young University (Marriage and Family Therapy), 1984; B.S., Brigham Young University (Social Work), 1977.
Academic Experience:	Associate Professor, School of Social Work, BYU; Visiting Professor, University of Michigan; Senior Specialist, Fulbright Scholar Program.
Overseas Experience:	Cambodia, Korea, Uganda,
Asian Languages:	Korean (native)
% of time Asian Studies:	25%
Asian Courses Taught:	Topics in International Relations, Intro to Social Work, Global Issues- Children at Risk, Family Policy and Law.
Specialization:	Global and national child welfare policy and practice, particularly pertaining to at-risk children and their families, including family preservation, community-based care, foster care and adoption, child abuse/neglect/exploitation, child rights legislation and implementation, international social work research and education, Intersection of law and social work.
Recent Publications:	“Spirituality, Ubuntu, and Social Development: Lessons learned from vulnerable children in South Africa.” in <i>South Africa in focus: Economic, political and social issues</i> (Hauppauge, N.Y.: Nova Publishers, 2013); “Human rights considerations in intercountry adoption: The children and families of Cambodia and Marshall Islands” in <i>Intercountry adoption: Policies, practices and outcomes</i> (Surrey: Ashgate, 2012). “Human trafficking” in <i>Handbook of international social work</i> (New York: Oxford University Press, 2012); “From the horse’s mouth: Views of Adolescents in Botswana on father involvement in their upbringing” in <i>Thari ya bana: Reflections on Children in Botswana</i> (Gaborone: UNICEF Botswana, 2011); “Human Trafficking” in <i>Handbook of International Social Work</i> . (New York, N.Y.: Oxford Press, 2011).
Distinctions:	Martin B. Hickman Scholar, College of Family, Home and Social Sciences, Brigham Young University (2013-2014); Senior Specialist Roster, Fulbright Program, United States Department of State (2008-2013); Order of the Coif (honorary member), J. Reuben Clark Chapter (2005); Excellence in Community Service Award, Korean American Women of Utah, Salt Lake City, Utah (2002); Utah Women’s Achievement Award, 2001.

Rutherford, Taunalyn	Department of Religious Education (Instructor, untenured)
Education:	ABD, dissertation on Mormons in India
Academic Experience:	Instructor, College of Religion, BYU
Overseas Experience:	India, Hong Kong
% of time Asian Studies:	100%
Asian Courses Taught:	World Religions
Specializations:	Ethnography, Oral History, Sikh studies.
Sanders, Scott R.	Department of Sociology (Associate Professor, tenured)
Education:	Ph.D., Cornell University (Development Sociology), 2013; M.S., Cornell University (Development Sociology), 2007; M.P.A., Cornell University (International Development Policy), 2006; B.A., Brigham Young University (International Politics), 2002.
Academic Experience:	Assistant Professor, Department of Sociology, Brigham Young University, 2012–2018.
Overseas Experience:	Indonesia, Philippines, Thailand Vietnam
Asian Languages:	Tagalog (fluent)
Asian Courses taught:	Sociology of International Development; NGO Project Assessment and Development
Specialization:	Rural inequalities; Poverty; Health; The effects of globalization in Southeast Asia.
Recent Publications:	“Communities of Place? New Evidence for the Role of Distance and Population Size in Community Attachment.” <i>Rural Sociology</i> (2016); “A Demographic Deficit? Local Population Aging and Access to Services in Rural America, 1990–2010,” <i>Rural Sociology</i> (2016); “Healthcare Utilization in the Heartland: How Healthcare Selection Varies Between Rural Retirement-Age Migrants and Long-Term Residents,” <i>Rural Sociology</i> (March 2016); “Rural Health Care Bypass Behavior: How Community and Spatial Characteristics Affect Primary Health Care Selection.” <i>The Journal of Rural Health</i> (2015).
Distinctions:	Early Career Award, Rural Sociological Society (2017). Recipient of BYU Mentoring Environment Grant for research on “Understanding the Effect of the Affordable Care Act (Obama Care) on Rural Health Care” (2016). With Michael Cope and Carol Ward, recipient of funding from BYU Gerontology Program for work on “Understanding Senior Health Care Selection Amid Declining Rural Services” (2016). Recipient of BYU Kennedy Center Research Grant for work on “Spatial Mapping and Analysis of Foreign Aid in Indonesia” (2015). Acting Executive Director/Treasurer of the Rural Sociological Society (2014–2015).

Scharffs, Brett Gilbert	J Reuben Clark Law School (Professor, tenured)
Education:	JD, Yale Law School, 1992; B.Phil, Oxford University, 1989; M.A., Georgetown University (Philosophy), 1987; B.S.B.A., Georgetown University (International Management), 1986
Academic Experience:	Assistant Director, International Center for Law and Religious Belief, BYU: Professor of Law, Associate Professor, Assistant Professor, J. Reuben Clark School of Law, BYU; Visiting Professor of Law, Central European University Law School, Budapest, Hungary.
Overseas Experience:	China, Japan Malaysia, Indonesia
Asian Languages:	Japanese (fluent), Mandarin (reading ability)
% of time Asian Studies:	50%
Asian Courses Taught:	International Protection of Religious Liberty; International Business Transactions; Regulation of International Securities; Fiduciary Duty in Law and Equity; Theories of Adjudication; Adjudication Seminar: Law and Logic; Adjudication Seminar: Rules and Balancing.
Specialization:	law and religion, international law
Recent Publications:	<i>Law and Religion: National, International and Comparative Law Perspectives (Chinese Translation)</i> . (Beijing: Democracy and Law Press, 2012). <i>Law and Religion: National, International and Comparative Law Perspectives, Chinese Translation</i> . (Beijing: China Democracy and Legal System Publishing House, 2012); “France and the United States: Two Models and Mythologies of Separation of Religion and the State (Neither of Which Involves Separation)” in <i>Proceedings of the International Congress on Constitutional Law: Deliberative Pluralistic Constitutionalism</i> (Istanbul: Bosphorus Lawyers Association, 2013).
Distinctions:	Gold Medal, 2006-Present Case Circle of Excellence Awards Program, Council for Advancement and Support of Education; Student Bar Association, Professor of the Year, 1999-2000
Seawright, Kristie K W	Marriot School of Management (Associate Professor, tenured)
Education:	Ph.D., University of Utah (Operations Management, Research Methods), 1994; MBA, University of Utah (Operations Management), 1989; B.S., University of Utah (Accounting), 1987; B.S., Brigham Young University (Family Studies), 1977.
Academic Experience:	Academic Unit Review Associate, Planning and Assessment Office; Associate Professor, Romney Institute of Public Management; Director, Center for International Business Education and Research, Fulbright Fellow, Belarussian State Economics University, Minsk, Belarus
Overseas Experience:	Philippines, Vietnam, Japan, China, Cambodia, Belarus,
% of time Asian Studies:	25%
Asian Courses Taught:	Business in Asia, International Business; International Development Management; Public Services Management; Business and Society (Ethics).
Specialization:	Entrepreneurship, world class manufacturing; strategy implementation and leadership; Integration of manufacturing with other functions.
Recent Publications:	<i>Buyer-Supplier Relationships in Sustainable Poverty Alleviation Efforts</i> (2013); <i>Proceedings of the 15th Conference on Cross-Cultural Research</i> . (Provo: Cross-Cultural Research Conference, 2011); “Comparative Entrepreneurial Cognitions and Lagging Russian New Venture Formation: A Tale of Two Countries,” <i>Journal of Small Business Management</i> ; “Service Recovery in Transition Economies: Russia and China,” <i>Managing Global Transitions</i> (2007); “A Video Method for Empirically Studying Wait-Perception Bias,” <i>Journal of Operations Management</i> (2007); “Entrepreneurial Development in the Informal Economy: In Search of Sustainable Entrepreneurial Development,” <i>The International Journal of Environmental, Cultural, Economic and Social Sustainability</i> (2005); “Cost-Effective Service Recovery: Knowing Which Customers To Keep,” <i>International Journal of Applied Marketing</i> (2005).
Distinctions:	Outstanding Citizenship Award, Department of Business Management, BYU (2012); Distinguished Track Paper, Decision Sciences Institute: Sustainability Track (2012).

Seipel, Michael Myong O	School of Social Work (Professor, tenured)
Education:	Ph.D., Cornell University (Human Service Studies), 1982; MSW, University of Utah (Social Work), 1976; B.S., University of Utah (Sociology), 1974.
Academic Experience:	Professor, Brigham Young University
Overseas Experience:	Korea
Asian Languages:	Korean (native)
% of time Asian Studies:	25%
Specialization:	social policy and practice
Recent Publications:	“Social policies to assist and bless families and children” in <i>Successful Marriages and Families: Proclamation principles and research perspectives</i> (Provo, Utah: Brigham Young Univ. Press, 2012); “Egalitarian Attitudes and their Association with Income, Poverty, and Entitlement Program Utilization.” 23, no. 8 (2013); “The Effect of Prenatal and Postnatal Care on Childhood Obesity” (2013); “Quality of Health Care in Seven Countries: An Implication for health reform in the United States” (2013).
Distinctions:	Martin Luther King Jr. Speaker, Utah State Senate and House of Representative (1997); Social Work Educator of the Year, National Association of Social Workers (Utah Chapter), 2000; John R. Christiansen Alumni Professor, 2004-Present; Eleanor Roosevelt Social Justice Undergraduate Teaching Award, 2005.
Selway, Joel Sawat	Department of Political Science (Associate Professor, tenured)
Education:	Ph.D., University of Michigan (Political Science), 2009; M.A., University of Michigan, 2006; B.A., Brigham Young University (International Politics), 2002.
Academic Experience:	Associate Professor, Brigham Young University; Assistant Professor, Brigham Young University; Lead Instructor, University of Michigan.
Overseas Experience:	Thailand, Indonesia, Singapore, Vietnam, UK
Asian Languages:	Thai (fluent), Laotian (conversational)
% of time Asian Studies:	100%
Asian Courses Taught:	Comparative Politics of Asia, Southeast Asian Politics; Islam and Politics in South East Asia
Specialization:	Electoral politics; politics and religion, ethnicity and nationalism
Recent Publications:	“Structures and Solutions: Explaining Ethnic Conflict in Southeast Asia.” in <i>The Routledge Handbook of Southeast Asian Politics</i> , Shiping Hua (ed.) (2018); “Thaksin the Populist?” <i>Chinese Political Science Review</i> (2017); “Pork Barrel Politics and Electoral Reform: Explaining the Curious Differences in the Experiences of Thailand and Japan,” <i>Journal of Asian Studies</i> (2017); “Ethnic Accommodation and Electoral Rules in Ethno-geographically Segregated Societies: PR Outcomes under FPTP in Myanmar Elections,” <i>Journal of East Asian Studies</i> (2015); “Ethnicity and Democracy in Southeast Asia” in <i>Routledge Handbook of Southeast Asian Democratization</i> , William Case (ed.) (2014); <i>Ethnicity, Institutions, and Public Goods Provision in the Developing World</i> (Cambridge: Cambridge University Press, 2015); “The Myth of Consociationalism,” <i>Sage Publications</i> (2012); “Horizontal Equality, Crosscutting Cleavages and Civil War,” <i>Sage</i> (2012); “Forcing the Genie Back in the Bottle: Sociological Change and Institutional Reform in Thailand” <i>Lynne Reinner</i> (2012); “Change the Incentives Behind Burmese Violence” <i>Wall Street Journal</i> (May 2, 2013); “In Myanmar, an Election Doomed to Fail” in <i>New York Times</i> (March 30, 2012).
Distinctions:	United States Agency for International Development (USAID) grant: “Assessing the Impact of Foreign Aid in Indonesia”; National Science Foundation Interdisciplinary Behavioral and Social Science Research (NSF-IBSS), “An Interdisciplinary Approach to Understanding the Effectiveness of Aid-Funded Programs: Spatial Analysis of Developmental Outcomes 2015-17; College of Family, Home and Social Sciences, BYU, Young Scholar grant, 2015-17; Fulbright Faculty Award, (2012 - 2013); Fulbright-Hays Doctoral Dissertation Fellowship, (2006); Albert D. Moscotti Best Paper on Southeast Asia, University of Michigan, 2006, 2008.

Sika, Sione	Center for Language Studies (Instructor, untenured)
Overseas Experience:	Tonga
Asian Languages:	Tongan (native)
Pedagogy Training:	Mandatory CLS pedagogy training held each semester
% of Asian Studies:	100%
Asian Courses Taught:	Tongan
Skabelund, Aaron	Department of History (Associate Professor)
Education:	Ph.D., Columbia University (East Asian Languages and Cultures), 2004; M.Phil., Columbia University (East Asian Languages and Cultures), 2002; M.A., Stanford University (East Asian Studies), 1997; B.A., Brigham Young University (Japanese and International Relations), 1995.
Academic Experience:	Associate Professor, Department of History, Brigham Young University, 2013–Present; Assistant Professor, Department of History, Brigham Young University, 2006–2013; Adjunct Lecturer, Fuji Women’s University, Sapporo, Japan, Spring 2005.
Overseas Experience:	Japan, Korea
Asian Languages:	Japanese (fluent)
Asian Courses taught:	Introduction to East Asian History; World War II in History and Memory; History of Early Japan; Modern Japanese History; Japanese Cultural History
Specialization:	Modern Japanese history, particularly the social and cultural history of imperialism, animals, and the military.
Recent Publications:	Book manuscript in preparation: <i>Invisible Men: The Japanese Self-Defense Force in the Early Postwar Decades</i> . “Building Snow Statues, Building Communities: The Self-Defense Force and Hokkaido during the Early Cold War Decades” and “Local Hokkaido and National Japanese Memories of War Horses.” In <i>Local History and War Memories in Hokkaido</i> (London: Routledge, 2016); “Tigers—Real and Imagined—in Korea’s Physical and Cultural Landscape.” <i>Environmental History</i> (July 2015); “Leading Dogs and Children to War,” <i>Journal of the History of Childhood and Youth</i> (2014); “Dogs at War: Military Dogs in Film.” In <i>Cinematic Canines: Dogs and Their Work in Fiction Film</i> , edited by Adrienne L. McLean (New Brunswick, NJ: Rutgers University Press, 2014); <i>Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World</i> (Ithaca, NY: Cornell University Press, 2011).
Distinctions:	Mary Lou Fulton Young Scholar Award, College of Family, Home, and Social Sciences, Brigham Young University (2016–2019). Faculty Research Grant, David M. Kennedy Center for International and Area Studies, Brigham Young University (2006–2007, 2010–2011, 2014, 2015). College Research Grant, College of Family, Home, and Social Sciences, Brigham Young University (2010–2011, 2014–2015); East Asia Library Travel Grant, Center for East Asian Studies, Stanford University (2012). Japan Foundation Research Fellowship, Japan Foundation (March–August 2010).

Solovieva, Raissa V	Department of Germanic and Slavic Languages (Associate Professor, tenured)
Education:	Ph.D., Kharkov State University (Russian Literature), 1987; M.A., Novosibirsk State University (Russian Literature), 1982; Tomsk State University (Russian Literature and Russian Language), 1971.
Academic Experience:	Associate Teaching Professor, Brigham Young University; Russian Instructor, Utah National Guard; Russian Instructor, Forces Command (FORSCOM) U.S. Military; Assistant Professor of Russian Literature, Novosibirsk State University; Instructor of Foreign Literature, Novosibirsk State University, Assistant Professor, and Altai State University.
Overseas Experience:	Russia, Ukraine
Asian Languages:	Russian (fluent)
% of time Asian Studies:	100%
Asian Courses Taught:	Cultural History of Russia, Masterpieces of Russian Film, Masterpieces of Russian Literature, Advanced Conversation, Third-Year Russian, Second-Year Russian, and Business Russian.
Specialization:	Russian language and literature
Recent Publications:	“Qualitative and Quantitative Measures of Second Language Writing: Potential Outcomes of Informal Target Language Learning,” <i>American Council on the Teaching of Foreign Languages</i> 44, no. 1 (2011); Redefining Cultural Identities: An Examination of Cross-Cultural Perspectives from Russian and American University-Age Students,” <i>Slavic and East European Journal</i> (2007).
Distinctions:	Germanic and Slavic Teacher of the Year, Student Award for Excellence in Teaching.
Stiles, Kendall W	Department of Political Science (Professor, tenured)
Education:	Ph.D., Johns Hopkins University (Political Science), 1987; M.A., Brigham Young University (Political Science), 1983; B.A., Brigham Young University (Political Science), 1982.
Academic Experience:	Professor, Brigham Young University; Associate Professor, Loyola University Chicago; Assistant Professor, Bowling Green State University; Instructor, Johns Hopkins University; Visiting Professor, Hood College.
Overseas Experience:	India, Bangladesh
Language:	French (fluent)
% of time Asian Studies:	25%
Asian Courses Taught:	South Asian Politics, Introduction to International Relations, International Political Economy, International Organization, International Law, US Foreign Policy.
Specialization:	International Law, International Relations, International Organization.
Recent Publications:	<i>Case Histories in International Politics</i> . 7 ed. (New York: Pearson, 2012); “International Organization Section, International Studies Association Compendium” in <i>International Organization Section, International Studies Association Compendium</i> . (London: Wiley Blackwell, 2010); “Disaggregating delegation: multiplying agents in the international maritime safety regime” in <i>International Organizations as Self-Directed Actors: A framework for analysis</i> (London: Routledge, 2012); “Who Is Keeping the Sea Safe? Testing theories of international law compliance” (2010).
Distinctions:	Student Organization Advisor of the Year, Loyola University Chicago, 2003; National Model UN conference “Distinguished Delegation” and “Position Paper” awards for Loyola delegation, 2002; National Model UN conference “Honorable Mention” award for Loyola delegation, 1999, 2000; American Model UN conference “Exceptional Delegation” award for Loyola delegation, 1993, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002.

Stone, Bernell K.	Department of Finance (Professor, tenured)
Education:	Ph.D., Massachusetts Institute of Technology (Applied Mathematics, Management), 1968; M.S., University of Wisconsin (Physics), 1966; B.S., Duke University (Physics), 1964.
Academic Experience:	Harold F. Silver Professor of Finance, Brigham Young University, 1986; Mills B. Lane Professor of Banking and Finance, Georgia Institute of Technology, 1976-1987; Associate Professor of Finance, Cornell University, 1973-1976; Assistant Professor of Finance, Cornell University, 1970-1973.
Overseas Experience:	Russia
Asian Languages:	Russian (fluent)
% of time Asian Studies:	25%
Asian Courses Taught:	Study abroad and internship preparation
Specialization:	Portfolio theory; earnings and return forecasting; socially responsible investing; Energy, environmental economics, sustainability.
Recent Publications:	<i>Methodologies for isolating and assessing the portfolio performance potential of stock return forecast models with an illustration.</i> (New York: Kluwer Academic Publishing, 2010).
Distinctions:	Listed #29 in Top 50 Authors in 7 Leading Finance Journals , Honorable Mention, Msokowitz Prize Competition , 2002; Moskowitz Prize Competition, Conference on Socially Responsible Investing , 2001; Competitive Paper Winner, Financial Management Association, 2000.
Stoneman, Jack	Department of Asian and Near Eastern Languages (Associate Professor)
Education:	Ph.D., Columbia University, 2006; Research Fellow, Osaka University, Japan, 2002–2003; M.A., Columbia University , 2001; B.A., Brigham Young University, 1998; Japanese Language and Culture Program, Kyoto University, Japan, 1996–1997.
Academic Experience:	Associate Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2013–Present; Assistant Professor, Department of Asian and Near Eastern Languages, Brigham Young University, 2005–2013; Visiting Instructor, Department of Visual Arts, Brigham Young University, 2000–2005.
Overseas Experience:	Japan
Asian Languages:	Japanese (fluent)
Asian Courses taught:	Asian Literary Traditions; Japanese Literature in Translation: 8 th –16 th Centuries; Japanese Literature in Translation: 17 th –19 th Centuries; Introduction to Classical Japanese; Modern Japanese Literature; Survey of Oriental Art and Architecture; Japanese Art and Architecture.
Specialization:	Late-Heian-period Japanese poet and priest Saigyō (1118–1190); modern Japanese literature, noh theater, kabuki theater, Buddhist literature, calligraphy, narrative hand scrolls, ceramics, and rare books and manuscripts of the pre-modern and early modern eras.
Recent Publications:	With Keiko Barney. “Between Monks: Saigyō’s <i>Shukke</i> , Homosocial Desire, and Japanese Poetry.” <i>Saigyō Studies</i> 7 (August 2016): 219–40. “The Survey of the Bruning Collection at Brigham Young University.” <i>Kokubunken News</i> , no. 44 (Summer 2016): 6–7. “Saigyō Goes West: Research and Reception in English.” <i>Saigyō Studies</i> 6 (September 2015): 292–312. “Recluse Literature: Saigyō, Chōmei, and Kenkō.” In <i>Cambridge History of Japanese Literature</i> , edited by Haruo Shirane with David Lurie and Tomi Suzuki, 259–67. Cambridge and New York: Cambridge University Press, 2015.
Distinctions:	Research Grant, David M. Kennedy Center for International Studies, Brigham Young University (2012). Research Grant, College of Humanities, Brigham Young University (2006, 2007, 2009, 2010, 2012, 2015-2018). The Japan Foundation Doctoral Fellow (2002–2003).

Tavana, Gaugau

Education:

Academic Experience:

Overseas Experience:

Asian Languages:

Pedagogy Training:

% of Asian Studies:

Asian Courses Taught:

Center for Language Studies (Instructor, untenured)

Ph.D., Brigham Young University (Education Administration), 1994; M.A., Brigham Young University (Education), 1987; B.S., Brigham Young University (Elementary Education), 1985.

Instructor, Center for Language Studies.

Samoa, New Zealand, Australia.

Samoan (native)

Mandatory CLS pedagogy training held each semester

100%

Samoan

Theodore, Vance

Education:

Academic Experience:

% Asian Studies:

Asian Courses Taught:

Department of Religious Education (Instructor, untenured)

Ph.D.

Instructor, Advisor-Chaplain Candidate Program, College of Religion, BYU

50%

World Religions

Thompson, Gregory A.	Department of Anthropology (Assistant Professor, untenured)
Education:	Ph.D., University of Chicago, Department of Comparative Human Development; M.A. University of Chicago, Department of Comparative Human Development; M.S. University of Utah, Education, Culture, and Society; B.A. University of Chicago, Psychology (with Honors)
Academic Experience:	Assistant Professor, Department of Anthropology, Brigham Young University; Post-Doctoral Researcher, Department of Communication, University of California San Diego; Lecturer, University of Chicago
Overseas Experience:	Summers 2016 & 2018, Director, South Korea Field School, Brigham Young University
% Asian Studies:	50%
Asian Courses Taught:	Korea Field School; History and Culture of Schooling in Korea; Korean Language and Culture; Provo Field School (focus on Latino immigrants in Provo)
Specialization:	Educational anthropology, psychological anthropology, linguistic anthropology, Korean schools, Latino immigrants in the U.S., subjectivity, human interaction
Recent Publications:	“Can Physicians Demonstrate High Quality Care Using Paternalistic Practices? A Case Study of Paternalism in Latino Physician-Patient Interactions” <i>Qualitative Health Research</i> (forthcoming); “On the Challenges of Interdisciplinary Research.” <i>Neos: A Publication of the Anthropology of Children and Youth Interest Group</i> (2017); “Re-visiting Old Problems by a New Generation,” In Michael Cole and Katherine Brown (Eds.) <i>The Story of LCHC: A Polyphonic Autobiography</i> (2017); <i>Fashions of Speaking and Temporalities of Self-Fashioning</i> , special issue of <i>Language and Communication</i> , January (2016); “Temporality, stance ownership, and the constitution of subjectivity,” <i>Language and Communication</i> , (2016); “Semiosis, Temporality, Self-fashioning: An Introduction.” <i>Language & Communication</i> , (2016).
Graduate Advising:	1 M.A.
Distinctions:	<i>Mentoring Environment Grant</i> (mentoring 29 students conducting field research in South Korea); <i>Rust-Shallit Grant</i> (for research in Seoul, South Korea). <i>College Research Grant</i> ; <i>Kennedy Center Grant</i> (for research in Seoul, South Korea); <i>College Research Grant</i> ; <i>Charles Redd Center for Western Studies Interdisciplinary Workshop Grant</i> .
Toronto, James A.	Asian and Near Eastern Languages Department (Associate Professor, tenured)
Education:	Ph.D., Harvard University (Islamic Studies), 1992; M.A., Harvard University (Middle Eastern Studies), 1984; M.A., Brigham Young University (Secondary Education Administration), 1980; B.A., Brigham Young University (English), 1975.
Academic Experience:	Associate Professor, Brigham Young University (2000-Present); International Area Studies Coordinator, Middle East Studies/ Arabic (2012-Present).
Overseas Experience:	Egypt, Jordan
Asian Languages:	Arabic (fluent)
% of Asian Studies:	100%
Asian Courses Taught:	Advanced Arabic Grammar, Introduction to Humanities of Islam, Model Arab League Prep, Introduction to Religion of Islam, Islam of Contemporary Society, Topics in Middle East Studies.
Specialization:	Islamic Studies and International Educational Development.
Recent Publications:	“Oltre l’impasse: il dibattito fra tradizione e rinnovamento all’interno della comunità islamica.” in <i>Diritto e religione nell’Islam mediterraneo</i> . (Milan: Il Mulino, 2012); “The ‘Wild West’ of Missionary Work: Reopening the Italian Mission, 1965-1971,” <i>Mormon History Association</i> (2014).
Distinctions:	Director, Center for Cultural and Educational Affairs, Amman, Jordan. 2007-11.

Wang Shu-Pei	Asian and Near Eastern Languages Department (Associate Professor, tenured)
Education:	Ph.D., Brigham Young University (Instructional Psychology & Technology for Second Language Acquisition-Chinese Emphasis), 2007; M.A., Brigham Young University (Language Acquisition-Chinese Emphasis), 2002; B.A., National Tsing Hua University, Taiwan (Chinese Literature and Linguistics), 1992.
Academic Experience:	Brigham Young University, Assistant professor; Junior Class instructor, RiRen Private High School, Taiwan.
Overseas Experience:	Taiwan
Asian Languages:	Mandarin (native)
% of Time Asian Studies:	100%
Asian Courses Taught:	Intermediate Mandarin; Advanced Mandarin; Selected Readings of Modern China
Specialization:	Second language acquisition, attrition, pedagogy, and Chinese media course design.
Distinctions:	Douglas R. Stewart Teaching and Learning Faculty Fellowship, Brigham Young University, 2016; Karl G. Maeser Professional Faculty Excellence Award, Brigham Young University, 2013.
Warnick, J Paul	Asian and Near Eastern Languages Department (Associate Professor, tenured)
Education:	Ph.D., Ohio State University (Japanese Linguistics and Pedagogy), 1996; M.A. Brigham Young University (Language Acquisition), 1989; B.A., Brigham Young University (Computer Science), 1983.
Academic Experience:	Directed the Study Abroad program, internship coordinator, teacher education committee with the McKay school, director of Japan House program, director Japan Club program
Overseas Experience:	Japan
Asian Languages:	Japanese (Fluent), Chinese (conversational)
% of time Asian Studies:	100%
Asian Courses Taught:	First Year Japanese; Second Year Japanese; Reading Documentary Styles; Reading Modern Short Fiction; Language Teaching Procedures; Introduction to Classical Japanese; Senior Seminar; Advanced Japanese Pragmatics, Seminar in Japanese.
Specialization:	Japanese language pedagogy, language acquisition, sociolinguistics, pre-modern Japanese, issues in reading Japanese, Japanese linguistics
Recent Publications:	“Experiencing Culture: A New Approach to Language Teaching” in <i>Teaching Chinese as a Foreign Language</i> (Nanjing: Nanjing University Press, 2010); “Cultural Sensitivity and Lifelong Learning” in <i>The Pedagogy of Performing Another Culture</i> (Columbus, OH: National East Asian Languages Resource Center, 2010); “Gengo Nooryoku Jootatsuhoo: Bunka to Gengo Gakushuu (Increasing Language Competence: Learning Language and Culture),” <i>Kokusai Kyooiku Kenkyuukai</i> (International Education Research Society), Tokyo, Japan (2013).
Distinctions:	Ludwig-Weber-Siebach Professorship, College of Humanities, 2007-2012; University Mentoring Environment Grant, 2007; Graduate Fellow, Foreign Language and Area Studies, Ohio State University, 1993-95; Phi Kappa Phi Honor Society, inducted 1994.

Watabe, Masaji	Asian and Near Eastern Languages Department (Instructor, untenured)
Education:	M.A., Brigham Young University (Mathematics), 1970; B.S., Brigham Young University (Mathematics), 1968.
Overseas Experience:	Japan
Asian Languages:	Japanese (native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of Asian Studies:	100%
Asian Courses Taught:	Business Japanese; Reading Documentary Styles; Reading Modern Short Fiction; Japanese for Special Purpose; Advanced Documentary Style.
Watabe, Masakazu	Asian and Near Eastern Languages Department (Professor, tenured)
Education:	Ph.D., University of Southern California (Linguistics and Japanese), 1978; M.A., Brigham Young University (Linguistics), 1973; B.A., Brigham Young University (Portuguese Literature), 1972.
Academic Experience:	Professor, Brigham Young University; Coordinator of Language Acquisition MA program; Director, The Japanese School, Middlebury College (1991-2000); Department Chair, Asian and Near Eastern Languages Department, Brigham Young University (1985-1992); Director, East Asian Summer Language Institute Japanese School, Indiana University (1989-1990).
Overseas Experience:	Japan
Asian Languages:	Japanese (native)
% of time Asian Studies:	100%
Asian Courses Taught:	First-Year Japanese, Second-Year Japanese, Second-Year Conversation, Japanese Reading and Culture, Readings in History and Culture, Third-Year Conversation, Reading and Documentary Styles, Reading Modern Short Fiction, Morphology, Syntax, and Semantics, Contrastive Analysis, Traditional Japanese Culture, Literature in Translation: 8 th -16 th Century, Literature in Translation: 17 th -19 th Century, Literature in Translation: Modern Era, Language Teaching Procedures, Japanese for Special Purposes, Advanced Japanese Pragmatics, Intro to Classical Japanese, Advanced Documentary Style, Reading Modern Japan.
Specialization:	Linguistics, pedagogy, semantics
Recent Publications:	Review of <i>Exploring Japanese University English Teachers' Professional Identity: New Perspective on Language and Education</i> in <i>The Modern Language Journal</i> Vol. 96, no. 3 (2012).

White, Sara

Education:
 Academic Experience:
 Overseas Experience:
 Asian Languages:
 Pedagogy Training:
 % of time Asian Studies:
 Asian Courses Taught:

Center for Language Studies (Instructor, untenured)

B.A., Brigham Young University (Communications), Minor in Asian Studies, 2012
 Indonesian Instructor, Center for Language Studies, 2012.
 Indonesia, Malaysia
 Indonesian (fluent), Malay (proficient)
 Mandatory CLS pedagogy training held each semester
 100%
 First-year Indonesian

Wilkinson, Greg

Academic Experience:
 Overseas Experience:
 Language:
 % of time Asian Studies:
 Asian Courses Taught:
 Specialization:
 Distinctions:

Department of Religious Education (Assistant professor, untenured)

Assistant Professor, Brigham Young University.
 Japan
 Japanese (fluent)
 100%
 World Religions, Asian Religions
 Asian Pilgrimage; Buddhist Pilgrimage replication in Modern Japan”
 Board Member, Western Conference for the Association of Asian Studies; Convener,
 The Buddhist Cannon in Modern East Asia, The 3rd International Conference on the
 Buddhist Cannon, Brigham Young University, 2016

Yamada, Marc	Department of Comparative Arts and Letters (Assistant Professor)
Education:	Ph.D., University of California, Berkeley (Japanese Literature and Culture), 2007; M.A., Brigham Young University (Comparative Literature), 2000; B.A., Brigham Young University (Japanese), 1997.
Academic Experience:	Associate Professor of Interdisciplinary Humanities, Department of Comparative Arts and Letters, Brigham Young University, 2013–Present; Assistant Professor of Japanese Literature and Culture, Department of East Asian Languages and Cultures, Wake Forest University, 2010–2013; Visiting Assistant Professor of Japanese Literature, Department of Asian and Near Eastern Languages, Brigham Young University, 2006–2009.
Overseas Experience:	Hong Kong, Japan, Singapore, Thailand
Asian Languages:	Japanese (fluent)
Asian Courses taught:	Introduction to the Humanities of Asia; Japanese Culture; Japanese Film; Anime.
Specialization:	Modern Japanese literature, film, and manga; Cultural reactions to Japan's lost decade of the 1990s; Contemporary East Asian media and globalization.
Recent Publications:	Forthcoming: <i>The Culture of Japan's Lost Decades (1990–2010)</i> . "Between Fiction and Documentary: The Films of Kore-eda Hirokazu." <i>Journal of Religion and Film</i> (October 2016); "The Post-Aum Films of Kurosawa Kiyoshi." <i>Japan Forum</i> (October 2015); "Sophisticated Masochism in the Work of Shimada Masahiko," <i>Japanese Language and Literature</i> (October 2014); "Historical Referentiality in Post-Aum Manga." <i>Japanese Studies</i> (September 2014).
Distinctions:	International Travel Award, David M. Kennedy Center, Brigham Young University (2007, 2009, 2014, 2016). Research Grant, College of Humanities, Brigham Young University (2014–2015). Faculty Development Grant, Wake Forest University (2013); Archie Fund for the Arts and Humanities, Wake Forest University (2011, 2012). Post-Doctoral Scholarship, Center for Asian and Pacific Studies, University of Iowa (2009–2010).
Yamawaki, Niwako	Department of Psychology (Associate Professor, tenured)
Education:	Ph.D., University of Utah (Counseling Psychology), 2002; M.S., University of Utah (Educational Psychology), 1999; B.S., University of Utah (Psychology), 1997.
Academic Experience:	Associate Professor, Department of Psychology, Brigham Young University, 2011–Present; Associate Chair, Student Issues, 2016–Present; Assistant Professor, Department of Psychology, Brigham Young University, 2004–2011; Post-Doctoral Clinical Resident, Counseling and Career Center, Brigham Young University, 2002–2004; Visiting Assistant Professor, Department of Psychology, Brigham Young University, 2002–2004.
Overseas Experience:	Japan, India, China, Vietnam
Asian Languages:	Japanese
Specialization:	Effects of sexism, stereotypes, and gender-role traditionality on individuals' attitudes toward violence against women; Cultural factors that influence one's attitudes toward mental health services; Cross-cultural studies.
Recent Publications:	"Bystander behavior to prevent sexual assault: A study of college students in the United States, Japan, India, Vietnam, and China," <i>Journal of Sex Research</i> (2016); "Perceptions of Violence against Women among College Students in the United States, Japan, India, Vietnam and China," <i>Public Policy and Administration Research</i> (2015); "Beliefs about Causes of and Risk Factors for Mental Disorders: A Comparison of Japanese and American College Students." <i>Asian Social Science</i> (2015).
Distinctions:	Bridge Fellowship, The Japan Society for the Promotion of Science (2015). Invitation fellowship recipient at Saga Medical School, The Japan Society for the Promotion of Science (2011)

Yoo, Jangsook	Department of Asian and Near Eastern Languages (Instructor, untenured)
Education:	M.A., (Korean Linguistics) Hankuk University of Foreign Studies, Seoul, Korea, 1993; B.A., (Korean Education) Hankuk University of Foreign Studies, Seoul, Korea, 1986
Academic Experience:	Instructor, BYU 2006-Present
Overseas Experience:	South Korea
Asian Languages:	Korean (native)
Pedagogy Training:	Mandatory departmental pedagogy training held each semester
% of Time Asian Studies:	100%
Asian Courses Taught:	Third-Year Korean, Korean Literature to 1900, Individual Study in Korean.

KENNEDY CENTER ADMINISTRATION/STAFF

Elliot, Timothy Lynn	International Study Programs Director
Education:	Ph.D., University of Virginia (Foreign Affairs), 1991; M.A., Brigham Young University (International Relations), 1987; B.A., Brigham Young University (Economics), 1985.
Academic Experience:	Director, International Programs, Brigham Young University, 2004-Present; Adjunct Professor, Brigham Young University, 1989-Present; Chair, Education Abroad Regulatory Practice Committee of NAFSA, 2009-2012; Associate Director, International Center, Utah Valley University, 2001-2004; Coordinator Performance Tours, Brigham Young University, 1992-2001; Adjunct Professor, Utah Valley University, 2001-2004.
Overseas Experience:	Directed and arranged student programs in more than 40 countries including Asia, Australia, Africa and Europe.
Specialization:	International Study Program management and development.
Recent Publications:	“Essential Federal Regulations for Education Abroad,” on-line training course created for NAFSA, Association of International Educators, 2017. “Learning to Love Nationalism or Why We May Never Be Global Citizens” in <i>Woven By Memory: The Idea of Nation in Education Abroad</i> , eds. Anthony Gristwood and Michael Woolf, <i>CAPA Occasional Publications</i> (2014). “Student Health and Safety Abroad: Collaborations between Faculty and Staff” NAFSA Webinar (2013); “Designing Effective Student Learning Outcomes for Education Abroad,” Council on International Education Exchange, Annual Conference, Minneapolis, Minnesota (2013); “Nationalism: What It Is and Why It should Matter to International Educators,” CAPA Seminar, Saint Louis, Missouri (2013); “The Ideal Study Abroad Text,” <i>Review of Global Studies Literature</i> (2013); “Religious Diversity in Study Abroad Advising,” Diversity Abroad, Annual Conference. Chicago, Illinois (April 2013).
Distinctions:	Fulbright International Education Administrator’s Program, France, October 2013; DuPont Foundation Fellowship, University of Virginia, 1987-1988.

Forste, Renata	Director, David M. Kennedy Center for International Studies and Associate International VP)
Education:	Ph.D., Sociology, The University of Chicago (1992); M.S., Sociology, Brigham Young University ((1986); B.S. Sociology, Brigham Young University (1984)
Academic Experience:	Director, David M. Kennedy Center for International Studies, 2017-present; and Associate International Vice President, Brigham Young University; Coordinator, Women's Studies, BYU, 2010-11; Full Professor, Department of Sociology, BYU, 2006-present; Department Chair, Department of Sociology, BYU, 2006-12; Associate Dean, College of Family, Home, and Social Science, BYU, 2002-05; Coordinator, Latin American Studies, David M. Kennedy Center for International Studies, BYU, 1998 to 2001.
Specialization:	Public health, family relations, demographics, global populations, Latin American
Recent Publications:	"Breastfeeding and Infant Attachment Behaviors," <i>Maternal and Child Health Journal</i> (Forthcoming); "Sad and Lonely: Body Dissatisfaction among Adolescent Girls," <i>International Journal of Adolescent Medicine and Health</i> (2017); "Physical and Social Factors Associated with Early Adolescent Headache and Stomachache Pain," <i>International Journal of Adolescent Medicine and Health</i> (2016); "Caregiver Decision-making: Household Response to Child Illness," <i>Population Research and Policy Review</i> (2016); "Inequalities in Child Health in Bolivia: Has Morales Made a Difference?" <i>Health Sociology Review</i> (2014); "Factors associated with cognition in late childhood and adolescence: The Young Lives cohort study of children in Ethiopia, India, Peru and Vietnam," <i>BMC Pediatrics</i> (2014); "Breastfeeding, Parenting, and Early Cognitive Development," <i>The Journal of Pediatrics</i> (2014); "Socioeconomic Status, Infant Feeding Practices, and Early Childhood Obesity," <i>Pediatric Obesity</i> (2014).
Leonard, Cory	Associate Director—Publications and Outreach Coordinator, Kennedy Center for International Studies
Education:	M.A., Brigham Young University (Public Administration); B.A., Brigham Young University (English).
Academic Experience:	Associate Director, International Studies, Brigham Young University.
Overseas Experience:	Europe and Latin America
% of time Asian Studies:	25%
Asian Courses Taught:	Cultural Survey, KC Lecture Series, MUN Preparation, Intercultural Outreach Prep, Topics in Intl Relations.
Recent Publications:	<i>Citizen Diplomacy</i> 3 rd ed. (forthcoming); <i>Understanding the World: The Individual in a Global Society</i> (Iowa: Kendall/Hunt, 2002); <i>International Career Opportunities</i> 2 nd ed. (Brigham Young University, 2000).
Distinctions:	<i>Journal of International Organization Studies</i> , managing editor, 2010–present; multiple awards for BYU MUN team at National MUN conferences

Mayo, James	NRC/FLAS Coordinator, David M. Kennedy Center for International Studies
Education:	Master of International Studies, North Carolina State University, 2014 - Emphasis in International Program Administration; MA in French Studies, Brigham Young University, 2009; BA in Global Studies and French, Brigham Young University, 2007
Academic Experience:	Study Abroad Faculty, BYU Paris Study Abroad, 2009; Foreign Language & Area Studies Scholarship Advisor, 2017-Present; Boren Fellowship Advisor, 2017-Present; Gilman Scholarship Advisor, 2017-Present; Critical Language Scholarship Advisor, 2017-Present; French Lecturer: BYU, 2007-2009; UNC Chapel Hill, 2009-2012; Durham Technical Community College, 2013-2016; Salt Lake Community College, 2016-Present
Overseas Experience:	France (residence 2003-2005, 2008-09), United Kingdom, Switzerland, Spain, Canada, and Brazil
Languages:	French (fluent, near-native), Italian (conversational), Spanish (conversational), Portuguese (reading)
Specialization:	International program evaluation and administration; student advising, development and implementation; student affairs finance and administration
Distinctions:	Full Tuition Scholarship: UNC Chapel Hill, 2009-2012; Graduate Research Consultant Award: UNC Chapel Hill, 2011; Graduate Research Consultant Award: UNC Chapel Hill, 2010; Graduate Thesis Award: Brigham Young University, 2008-2009; Full Tuition Hill, 2010; Graduate Thesis Award: Brigham Young University, 2008-2009; Full Tuition

CENTER FOR LANGUAGE STUDIES ADMINISTRATION

Brazzale, Rebecca	Assistant Director
Education:	MA, Spanish Pedagogy, Brigham Young University, 2014; BA, Spanish, University of Wyoming, 2009; BA, Interdisciplinary Humanities, Brigham Young University, 2006
Academic Experience:	Assistant Director-Center for Language Studies, Brigham Young University; Manager-Second Language Teaching MA program, Brigham Young University; Career & Academic Advisor-College of Humanities, Brigham Young University; Department Chair-World Languages, South High School, Wyoming
Overseas Experience:	Spain, Chile, Bolivia
Languages:	Spanish (Advanced), Portuguese (Intermediate)

Clifford, Ray T

Education:

Director and Associate Dean, College of Humanities

Ph.D., University of Minnesota (Second Language Education), 1977; M.A., Brigham Young University (German Teaching), 1970; B.A., Brigham Young University (German), 1968.

Academic Experience:

Associate Dean, Humanities, Brigham Young University, 2005-Present; Director, Center for Language Studies, BYU, 2004- Present; Professor, Brigham Young University; President, American Council on the Teaching of Foreign Languages (ACTFL); President of the Joint National Committee on Languages (2012-2014); Member, Second Language Testing Advisory Board (2015-present); Provost and Chancellor, Defense Language Institute, 1981-2004.

Overseas Experience:

China, Japan, Korea, SE Asia, South Asia

Specialization:

Language acquisition, pedagogy, language acquisition assessment.

Recent Publications:

Empirical Validation of Reading Proficiency Guidelines (Wiley-Blackwell, 2013); “Tri-Service academies ABC Research and Development: Reading and Listening Tests in Chinese and Spanish,” Research report submitted to ACTFL/BYU/CAL Tri-Service Academies (2012). “Missionary Oral Proficiency: How Much do They Learn?” *Language Acquisition Abroad: The LDS Missionary Perspective* (2012); “It is Easier to Malign Tests than it is to Align Tests” in *Aligning Frameworks of Reference in Language Testing* (2012).

Distinctions:

President of the Joint National Committee for Languages (2012-2014); Recipient of the “Language Flagship Leadership Award” by the Flagship Directors (2014); Defense Language Institute Hall of Fame (2011); Ron Walton Award for support to the Less Commonly Taught Languages by the National Council of Less Commonly Taught Languages (NCOLCTL), 2006; President, National Federation of Modern Language Teachers Associations (2008-2009); Nelson H. Brooks Award for Distinguished Service and Leadership in the Foreign Language Teaching Profession, Northeast Conference on the Teaching of Foreign Languages (NECTFL), 2005; Seal Medallion for Meritorious Service, (highest award granted to a private citizen) National Foreign Intelligence Community, 2004; Doctor of Letters, *honoris causa*, Middlebury College, 2003; Board of Directors, Joint National Committee for Languages (1993 – 1996).

HAROLD B. LEE LIBRARY STAFF**Edlund, Thom**

Education:

Senior Librarian

Ph.D., Ruprecht-Karls-Universität (Political Science); Brigham Young University (Library and Information Science), 1990; Presidio of Monterey (Russian), 1982; University of Utah (Latin and Classical Greek), 1979.

Academic Experience:

Professor, Brigham Young University; Senior Librarian, Germanic/Slavic Languages and Literatures, Brigham Young University.

Asian Languages:

Russian (fluent)

% of Time Asia Studies:

100%

Asian Courses Taught:

Slavic Family History, Slavic Paleography

Specialization:

Russian library collection

Recent Publications:

Review of M. S. Kupovetsky, E. M. Savitsky and Marek Web (eds.), *Dokumenty poistorii i kulture evreev varkhivakh Belarusi: Putevoditel. Moskva: Rossiiskii gosudarstvennyi humanitapnyi universitet [RGGU]* (2003); “Review of Lisa A. Alzo, *Three Slovak Women*,” *Avotaynu* (2005).

King, Gail	Asian Studies Librarian (Senior Librarian)
Education:	Ph.D., University of Chicago (Chinese Literature), 1982; M.A., University of Chicago (Chinese), 1972; B.A., University of Colorado Boulder (Chinese, East Asian Studies), 1970.
Academic Experience:	Asian Studies Librarian, Humanities Department, Harold B. Lee Library, Brigham Young University, 1982–Present.
Overseas Experience:	China, Japan
Asian Languages:	Chinese (fluent), Japanese (average)
Asian Courses taught:	ASIAN 200, Introduction to Asian Studies
Specialization:	Asian studies; Chinese literature, Chinese history.
Recent Publications:	“The Lou-District Chinese Christian Orphanage, 1674-ca. 1850,” <i>Sino-Western Cultural Relations Journal</i> (2015); “Spaces for Belief: Christianity, Women, and Accommodation in Seventeenth-Century China,” <i>Sino-Western Cultural Relations Journal</i> (2013); “Christian Women of China in the Seventeenth Century” In <i>Pioneer Chinese Christian Women: Gender, Christianity, and Social Mobility</i> , edited by Jessie G. Lutz (Bethlehem, PA: Lehigh University Press, 2010); “The Helen Foster Snow Collection in the Brigham Young University Harold B. Lee Library L. Tom Perry Special Collections,” <i>Council on East Asian Libraries</i> (Feb. 2010); “The Gospel for the Ordinary Reader: Aspects of Six Christian Texts in Chinese from the Late Ming Dynasty,” <i>Monumenta Serica</i> (2009).
Distinctions:	S. Lyman Tyler Faculty Professionalism Award, Harold B. Lee Library, Brigham Young University (2017). Editor, Associate Editor, <i>Council on East Asian Libraries</i> (June 1996–March 2018). Committee/Council Member, Faculty Council on Rank and Status—Professional, Brigham Young University (December 2009–October 2012).
Lamb, Connie	Senior Librarian
Education:	M.Phil, University of Utah (Sociocultural Anthropology), 2014; M.S., University of Utah (Cultural Anthropology), 2003; M.A., Brigham Young University (International and Area Studies with an emphasis in Near Eastern Studies), 1987; M.L.S., Brigham Young University (Library Science), 1976; M.S., University of Utah (Biology), 1972; B.A. University of Utah, 1969.
Academic Experience:	Senior librarian and subject specialist in the Social Sciences with responsibility for the subjects of Anthropology, Middle East Studies, African Studies, and Women’s Studies; Adjunct Curator of Women’s Manuscript Collections; Librarian for the BYU Museum of Peoples and Culture and the BYU Jerusalem Center for Near Eastern Studies.
Asian Languages:	Arabic (Basic knowledge)
% of time Asian Studies:	50%
Recent Publications:	“Growing the Profession: Mentoring Undergraduates in Librarianship” <i>College and Undergraduate Libraries</i> (June 2015); “Selective Outsourcing: a Case Study of BYU’s Arabic Collection,” <i>MELA Notes</i> (2013); “Symbols of the LDS Relief Society,” <i>Mormon Historical Studies</i> (Spring 2013); “Computers and Genealogy: A Survey of the Literature,” <i>Genealogical Journal</i> (1983/84).
Distinctions:	BYU Faculty Women’s Association Citizenship Award, 2014; Phi Kappa Phi Distinguished Member Award, BYU Chapter, 2013; Mountain Plains Library Association Distinguished Service Award, 2010; BYU Faculty Women’s Association Special Service Award, 2005; Library Professionalism Award, 1998.

Position Description for Positions to be Filled and Paid from the Grant

1. Program Manager

Assistant Professor of Arabic Studies to begin fall 2020. Teaching responsibilities include two courses per semester, typically the intermediate and advanced Arabic language and culture courses, and courses in the candidate's area of specialization that will contribute to the eventual Arabic Studies major and/or the interdisciplinary Middle East, Asian, Religious, and Comparative Literary and Culture Studies majors.

Preferred Qualifications

The position is open to candidates with a Ph.D. in Arabic, Middle Eastern, Near Eastern or Asian Studies, or related fields such as Comparative Literature, Film Studies, and Religion, whose research and teaching engages literature, visual media, popular culture, etc. Time period expertise is open, with a preference for the modern period. The candidate will demonstrate native or near native proficiency in Modern Standard Arabic as well as fluency in one or more dialects; experience in teaching Arabic language, literature, and culture at the undergraduate level; a strong commitment to teaching excellence; the ability to develop and maintain a dynamic Arabic Studies program; and an active research agenda.

Expected compensation: \$60,000 annual salary

May 10, 2018

Title VI National Resource Center for Foreign
Language and Area Studies Programs
U.S. Department of Education
Washington D.C.

To Whom It May Concern:

We are prepared to confirm our enthusiastic support for the consortium application from the University of Utah and Brigham Young University for funding as a Title VI National Resource Center for Asian and Pacific Studies. The creation of the Intermountain Consortium for Asian and Pacific Studies (IMCAPS) has greatly enriched teaching and research, deepened ties between faculty and students at our two universities, and enhanced our coordination of outreach to other institutions in the state, including K-12 schools and community colleges.

With the creation in 2013 of a new Office of Global Engagement headed by a Chief Global Officer, the University of Utah has deepened its commitment to graduating globally competent students with the linguistic and professional skills required to excel in today's world. Resources provided by the Office of Global Engagement have catalyzed faculty learning communities, curriculum development and diverse international initiatives which collectively advance internationalization of the University of Utah. Asia and the Pacific constitute central foci of the university's internationalization efforts. The founding in 2014 of a new University of Utah Asia Campus at Incheon, Korea, resulted from longstanding relationships with institutions in Korea and signals the centrality of Asia in our globalization efforts. The Incheon campus, which recruits growing cohorts of students from Korea and around the world, has served as a hub for scholarly research on East Asia and provided opportunity for development of partnerships across Asia for programs in Global Health, Social Work, and Humanities. The University of Utah's commitment to Asia and the Pacific is also reflected in the Pacific Islander Studies Initiative, a successful cluster hiring effort that has resulted in the recruitment of three new diverse faculty members to the University since 2017 whose scholarship adds to the existing, interdisciplinary foundations of Pacific Islander Studies at the U. Pacific Islander Studies faculty and staff members have spearheaded numerous ongoing community outreach, professional development and curriculum development activities toward their goal of making our institution the preeminent university for transdisciplinary Pacific Islander Studies scholarship.

Additionally, the University of Utah has provided diverse forms of intramural support, such as research seed grants, which have allowed several university faculty members to secure major extramural grants and contracts for scholarly research and program development within Asia. Examples include the Mekong Region Development Research Group, which was awarded a second, 5-year grant from the Henry Luce Foundation in January, 2018; The Korea Foundation-funded International Immigration Policy Research Project, a collaborative initiative with Sungkyunkwan University, Seoul, Republic of Korea; the College of Engineering's Pakistan Water Project, funded by USAID, and many others.

The University of Utah is the flagship institution of higher education in a state that is leading the country in forging a model of K-16 language education that starts with Dual Language Immersion in elementary school and culminates in advanced language study at the university level. One of the hallmarks of our internationalization effort is the belief that access to language study should be universal and that this effort goes hand in hand with our mission to increase the diversity of our student body. The bilingualism of a significant proportion of Utah's Latino, Asian, and Pacific Islander student populations is a tremendous asset for our internationalization project, providing a foundation for advanced professional language and area studies degrees and overall college success.

Receipt of NRC/FLAS funding in the 2014-18 cycle has been critical for our internationalization mission, serving as a catalyst for significant growth in the number of faculty with Asia and Pacific Islands-related research and teaching interests and the number of students pursuing study of Asian and Pacific languages and countries. In recognition of the Asia Center's NRC status, the university created a new position in Korean Language and Culture and supported our nationally recognized CLAC (Culture and Languages Across the Curriculum) program. Grant funds also served as a catalyst for deepening our collaboration around internationalization initiatives with Salt Lake Community College, an institution which serves as an important pathway for students enrolling at the University of Utah.

The university is committed to the continued growth and vitality of Asian and Pacific Studies, so we have committed the following support to the Asia Center in support of its NRC and FLAS applications:

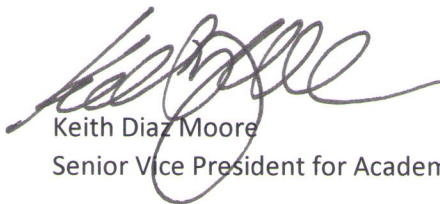
- Transfer ongoing financial support (salary plus benefits) for a career-line Korean faculty position seeded during a previous NRC grant cycle to the department of World Languages Cultures
- \$40,000 salary plus benefits (\$24,800) for Japanese career-line instructor in World Languages and Cultures
- \$30,308.10 plus benefits (\$3,030.81) for two Asian Studies CLAC TA lines
- \$20,000 in program support for the Asia Center
- \$20,566.21 in salary plus benefits (\$13,224.07) for .5 FTE of International Program K-16 Outreach Coordinator (shared with Center for Latin American Studies and matched in NRC grant)
- \$8,118.24 salary plus benefits (\$5,033.31) for one quarter of the salary of a Coordinator for FLAS (shared with the Center for Latin American Studies and matched in NRC grant)

In sum, the central administration of the University of Utah is committed to the continued success and growth of the Asia Center.

Sincerely,



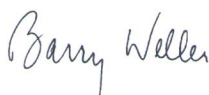
Ruth Watkins
President



Keith Diaz Moore
Senior Vice President for Academic Affairs



Stuart Culver, Interim Dean
College of Humanities



Barry Weller, Interim Dean
College of Humanities

KEVIN J WORTHEN, PRESIDENT
BRIGHAM YOUNG UNIVERSITY
D-346 ASB
PROVO, UT 84602-1346
(801) 422-2521 / FAX: (801) 422-0684



June 18, 2018

To Whom It May Concern:

We are writing to offer our strong endorsement of the application for funding as a Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowships by Brigham Young University's (BYU) Asian Studies Program and the University of Utah's (U of U) Asia Center, jointly known as the Intermountain Consortium for Asian and Pacific Studies (IMCAPS). This is a unique public-private collaboration by BYU and the U of U to cooperate in promoting the study of Less Commonly Taught Languages (LCTL), developing Asian Studies content, increasing course offerings, and strengthening outreach programs.

BYU has a unique student population that already possesses advanced language skills and significant international experience. Title VI and FLAS funding builds on BYU's existing strengths by supporting increased language resources and curriculum choices for our students. An enhanced Asian Studies curriculum and FLAS fellowships propel these already advanced students toward attaining a level of expertise in language and area studies that is of critical national importance. We aim to produce graduates of the highest caliber who will seek careers in academia, government and foreign affairs, as well as in professional fields such as law and business.

BYU is proud of the exceptionally high number of students that speak a second language, a much higher percentage than the national norm. Our foreign language departments and Asian Studies Program (ASP) struggle to meet the demand for LCTL. Previous Title VI funding made it possible for our Center for Language Studies (CLS) to increase its offerings in Indonesian, Cebuano, Hindi, Indonesian, Tagalog, Thai and Vietnamese over the past four years as well as support additional instruction in Chinese, Japanese, and Korean. This new grant will allow us to continue offering advanced courses in these languages and add beginning and intermediate courses in Hmong, while continuing to support the growing need for instructors in Chinese, Japanese, and Korean. Funding for faculty and course development will significantly assist BYU in meeting the growing demand for Asian Studies curriculum.

BYU's commitment to its area studies curriculum and outreach is exemplified by the university's support for the David M. Kennedy Center for International Studies. The Kennedy Center houses all of our area studies programs, study abroad and related outreach programs including an Ambassador Lecture Series that brings an impressive number of ambassadors and government officials from around the world to interact with students and the public.

Excellence in language pedagogy and the breadth of LCTL curriculum are hallmarks of BYU's internationalization projects. The CLS assists the various language departments at both BYU and the U of U in developing evaluation and assessment plans that measure program learning objectives, allows for data-driven decision making, and support program improvement reviews. The CLS also trains examiners for and administers standardized ACTFL language exams for students at BYU and assists in language assessment at both institutions.

To Whom It May Concern
June 18, 2018
Page 2

We are actively expanding the number of Asian Studies faculty on campus. Over the past four years we have added faculty with expertise in Southeast Asia in history, South Asian humanities, and Korean language and literature. Other departments have actively sought new faculty with Asian expertise. Culture and Language Across the Curriculum (CLAC) efforts have been initiated in several languages that afford our students the opportunity for practical language application in an interdisciplinary setting. BYU supports a remarkable network of connections in Asia that enhance and maximize Title VI NRC and FLAS projects, including rigorous study abroad and internship programs and numerous exchanges and research collaborations with Asian universities. The university has undertaken an ambitious "Experiential Learning" fundraising campaign to enable student with financial needs the opportunity to participate in study abroad and internships.

With the broad faculty expertise, language offerings, and Asian Studies curricula in place, Title VI funding will be used to enhance existing capabilities rather than being devoted to startup costs. Our goal is to build upon our comparative advantage and produce graduates well prepared to make a significant contribution in government service, academia and industry. We are committed to providing the kind of institutional support necessary to ensure the continued growth of the Brigham Young University-University of Utah Intermountain Consortium for Asian and Pacific Studies as a regional center of excellence for Asian and Pacific Studies.

Sincerely,



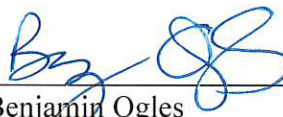
Kevin J Worthen
President



Sandra Rogers
International Vice President



Renata Forste
Associate International Vice President
and Director, David M. Kennedy Center
for International Studies



Benjamin Ogles
Dean, College of Family, Home, and Social
Sciences



J. Scott Miller
Dean, College of Humanities



May 22, 2018

Department of Education

Title VI National Resource Center and Foreign Language and Area Studies Programs

To Whom It May Concern:

As President of Salt Lake Community College, I am writing to express my enthusiastic support of the Intermountain Consortium for Asian and Pacific Studies (IMCAPS) application for funding as a Title VI National Resource Center for Asia and the Pacific.

Salt Lake Community College (SLCC) is the largest community college in Utah and one of the largest in the nation, serving more than 60,000 students on ten campuses and through online courses. We have one of the most diverse student bodies of any institution of higher education in the state, with ethnic and racial minorities comprising nearly 25% of students during Fall Semester 2017. Seventy-three percent of our students transfer after graduation to four-year degree institutions, and about 54% of our students transfer to the University of Utah, with which we have transfer agreements in order to provide a seamless transition for students.


SLCC's efforts in international education include instruction in world languages, including Arabic, Chinese, Japanese, Russian, and Tongan, and a range of international and area studies courses that fully articulate with four-year public institutions in the state. In 2011 we prepared "An Academic Plan for International and Global Learning at SLCC" that established international and global learning as a strategic priority. As part of this strategic plan, in 2017 SLCC approved a new International/Global (I/G) Education Requirement to encourage all students to take courses with international and area studies content. SLCC currently offers a study abroad program in India, supports short-term international faculty exchange programs, and has partnerships with eleven institutions in nine countries, including China, India, Japan, and Russia.

The Title VI IMCAPS grant proposal provides SLCC the opportunity to create a sustainable partnership with the University of Utah to build Asian and Pacific Studies curriculum and expand the number of students pursuing language study. With NRC funding our new collaborations will include: 1) pedagogy workshops for Chinese and Japanese language instructors; 2) arrangements for SLCC students to enroll and receive SLCC credit for instruction in beginning Vietnamese and Cambodian languages offered at UU; 3) workshops for faculty in the School of Humanities & Social Science to enhance Asian Studies content in courses across the curriculum; 4) and curriculum development resources to expand the number of courses that qualify for the I/G requirement. In addition, faculty administrators at SLCC and in IMCAPS have discussed approaches for utilizing NRC resources to jointly host lectures and events, and to support professional development for SLCC faculty members' teaching and research on Asia and the Pacific.

In sum, the receipt of an NRC grant will greatly enhance efforts at SLCC to graduate students with core linguistic and cultural competencies and prepare them to successfully undertake continued international and language studies at the University of Utah and other four-year institutions.

Thank you in advance for your consideration of this proposal.

Sincerely,


Denece G. Huftalin, PhD
President



UTAH STATE BOARD OF EDUCATION

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Lorraine Austin, Board Secretary

Utah State Office of Education

May 3, 2018

To the United States Department of Education,

I would like to express my strong support for the Intermountain Consortium for Asian and Pacific Studies, a partnership between the University of Utah and Brigham Young University. This Title VI National Resource Center for Asian Area Studies is requesting to be refunded, and the Consortium has proven to be an outstanding investment in America. The Intermountain Consortium for Asian and Pacific Studies has greatly enhanced the Utah Dual Language Immersion (DLI) initiative by addressing the current needs in curriculum, assessment, and especially teacher training development and implementation.

For the 2018-2019 year, Utah will have 65 Mandarin DLI programs, the biggest Chinese DLI network in the nation, and 1/3 of all the Chinese DLI programs in public elementary schools in the nation. Utah is the first state to begin a statewide legislative funded initiative to implement DLI programs in Chinese, French, Spanish, Portuguese, and German. Over 43,000 students across all languages are enrolled in 22 Utah districts, over half of the total number of districts in Utah. Even with this kind of statewide effort, Utah educators are having a difficult time keeping up with parent demands for Chinese. It all began 2008 when then-governor Jon Huntsman, a fluent Mandarin speaker, urged a state Dual Language Immersion initiative, the first in the nation. Huntsman also initiated the Governor's Language Summit and the Governor's World Language Council, both with a goal to create a K-16 language roadmap for Utah.

It is important to note that more than twenty other states have visited the Utah Chinese DLI program and multiple Chinese DLI programs are now springing up around the nation using the Utah Model. The Utah program design and curriculum materials are being used in states from Arizona to Wyoming in the Rocky Mountains, to South Carolina and Georgia in the South, as well as in a major initiative in Delaware. It is inarguable that this model of instruction in which public-school children of all abilities and socio-economic conditions, from urban to rural areas of the country and from homes in which many languages are spoken, offers a new kind of education!

Thousands of parents have entrusted their children's education to a new vision of education and thousands more will do so in years to come. The fact that this model is being disseminated so broadly only reinforces the need for preparing our universities to pick up where we leave off in public K-12 schools. These DLI students will exit high school and enter universities with Advanced levels of language proficiency. The State of Utah is eager to see our public and private universities prepared to help these students meet the vocational and intellectual challenges for which we have been preparing them. It is vital this outstanding Consortium continue to be funded as a Title VI Resource Center for Asian Studies because it has become such an integral component of Chinese DLI not only to Utah, but also to the nation!

Sincerely,

Karl H Bowman

World Language & Dual Language Immersion Specialist

Teaching and Learning - Utah State Board of Education

250 E 500 S | PO Box 144200 | Salt Lake City, UT 84114-4200 | ☎: 801.538.7743 | 📠: 801-538.7769 |

✉: karl.bowman@schools.utah.gov

Project Goal One: Strengthen education pipelines that underlie K16 students' acquisition of advanced proficiency in LCTLs.									
Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline	T1	T2	T3	T4
1. Create new instructional resources to support students' acquisition of advanced proficiency in HS and higher education.	1: Develop annual pedagogy training for HS, CC and University instructors of first and second year Asian LCTLs	Number of workshops	Annually	Asia Center Outreach Coordinator, teachers	0	1	1	1	1
		Number of teachers attending	Annually	Asia Center Outreach Coordinator, teachers	0	5	5	5	5
		Number of schools represented	Annually	Asia Center Outreach Coordinator, teachers	0	3	3	3	3
	2: Run summer content workshops for DI bridge teachers.	Number of workshops held	Annually	CI Outreach Coordinator, teachers	0	1	1	1	1
		Number of teachers attending	Annually	CI Outreach Coordinator, teachers	0	3	4	5	6
		Number of schools represented	Annually	CI Outreach Coordinator, teachers	0	4	6	8	10
	3: Co-sponsor OPI assessment training for high school teachers	Number of trainings held	Once in cycle	CI Outreach Coordinator, teachers	0	0	1	0	0
		Number of teachers attending	Once in cycle	CI Outreach Coordinator, teachers	0	0	5	0	0
2. Create Programs that Support Biliteracy and Proficiency Gains for Heritage Language Learners.	1: Develop Biliteracy Seal Assessment for Nepali and Tongan.	Completed assessment tools	Once in cycle	L2TREC	0	0	0	1	1
	2: Train adult members of Bhutanese and Tongan community in proficiency assessment.	Numbers of assessors trained	Once in cycle	L2TREC	0	0	0	4	4
	3: Teach Community Arabic Course	Number of courses taught	Each class session	Asia Center Outreach Coordinator, teachers	2	2	2	2	2
		Number of students attending	Each class session	Asia Center Outreach Coordinator, teachers	8	10	10	10	10
3. Create new degree certifications for students to gain proficiency in critical, LCTLs by 2022.	1: Develop Korean Studies Major	Degree major	Once in cycle	University Curriculum Catalog	0	0	1	0	0
	2: Develop Arabic Studies Major	Degree major	Once in cycle	University Curriculum Catalog	0	0	0	1	0

Project Goal Two: Create new curricular pathways to advance career competencies in Less Commonly Taught Languages and Asian Studies.									
Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline	T1	T2	T3	T4
1: Strengthen IMCAPS' students' use of LCTLs for research and professions through improved Culture and Language Across the Curriculum (CLAC) instruction	1: Expand Chinese CLAC within SBS schools, with focus on advanced proficiency Chinese DI students	Number of new CLAC sections created	Each semester, Yr4	Course catalog	1	1	1	1	2
		Number of students enrolled in CLAC courses for Chinese	Each semester, Yr4	Course catalog	2	2	3	3	5
	2: Create formal CLAC sections for BYU <i>Survey of Asian History</i> course	Number of new CLAC sections created	Annually	Course catalog	0	0	1	0	0
		Number of students enrolled in CLAC courses for C, J, K	Annually	Course catalog	0	0	3	4	5
	3: Run expanded CLAC pedagogy workshop for IMCAPS faculty	Number of workshops	Biannually	Asia Center Outreach Coordinator, teachers	1	1	0	1	0
		Number of teachers attending	Annually	Asia Center Outreach Coordinator, teachers	7	10	0	12	0
2: Expand access to Asian Studies knowledge for careers through curriculum development programs at IMCAPS and SLCC.	1: Add content on AS and cultural competency to UU and SLCC courses across disciplines	Number of new courses with added AS content	Annually	Syllabi, course catalog	0	2	1	2	1
		Cumulative number of disciplines with added AS content	Annually	Syllabi, course catalog	0	2	3	3	4
	2: Organize &/or fund participation in workshops for IMCAPS and SLCC faculty to enhance internationalization and global learning outcomes	Number of workshops	Annually	Asia Center Outreach Coordinator, teachers	0	3	3	3	3
		Number of teachers attending	Annually	Asia Center Outreach Coordinator, teachers	0	6	6	6	6
	3: Create new courses that expand AS across the curriculum at UU and BYU	Number of new AS courses	1-2 per year	Course catalog	0	2	1	2	1
		Number of students enrolled in new courses	1-2 per year	UU and BYU enrollment data	0	0	15	15	20

(cont.) Project Goal Two: Create new curricular pathways to advance career competencies in Less Commonly Taught Languages and Asian Studies.									
Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline	T1	T2	T3	T4
3: Increase pathways for IMCAPS and SLCC students to gain readiness for international careers in areas of national need.	1: Develop new study abroad programs in SEA, India and China	Number of programs created	Once in cycle	Learning Abroad Office	0	0	1	1	1
	2: Organize IMCAPS AS workshops which incorporate student professionalization outcomes	Number of conferences organized	Annually	Asia Center Outreach Coordinator, teachers	0	2	5	1	0
		Number of students participating in conferences	Annually	Asia Center Outreach Coordinator, teachers	0	4	10	2	0
	3: Expand existing forums for IMCAPS and SLCC students' career exploration in areas of national need	Number of Going Global career panels	Annually	Career Services Centers	1	2	2	2	2
		Number of AMA sessions	Annually	Career Services Centers	4	10	15	20	20
		Number of students attending GG and AMA events	Annually	Career Services Centers	55	80	80	80	80

Project Goal Three: Diversify and extend AS outreach partnerships with CCs, K12 schools, and library systems .									
Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline	T1	T2	T3	T4
1: Expand AS education through literature initiatives in K12 and library systems	1: Create in-service course on Asian International Children's and Adolescent Literature	Creation of course section	2x during cycle	UU course catalog	0	1	0	0	0
		Students enrolling in ICAL course	2x during cycle	UU enrollments data	0	10	0	10	0
	2: Establish READ-U Center with Asia Themed Reading Materials & Related Teacher PD	Create Center	Once in cycle	College of Education	0	0	1	0	0
	3: Cosponsor Asia-focused "Big Read" community reading events with public Libraries	Number of event attendees	Once in cycle	SLCPL	0	0	0	0	50
2: Expand IMCAPS AS educational outreach through cultural and performing arts programming on Asia	1: Organize <i>Refugee Origin Stories</i> film screening and panel discussion on Asian refugees	Creation of film screening and panel discussion	Once in cycle	CRMRI	0	1	0	0	0
		Number of event attendees	Once in cycle	CRMRI	0	15	0	0	0
	2: Enhance International Cinema Series by inviting Asian film speaker	Number of Asian film speakers presenting	Annually	International Cinema staff	0	1	1	1	1
		Number of attendees at Asian speaker event	Annually	International Cinema staff	0	25	25	25	25
	3: Organize Asian Cultural Performance in Bravo Performance Series	Number of events	Annually	Bravo Performance Series Staff	1	1	1	1	1
		Number of event attendees	Annually	Bravo Performance Series Staff	150	200	200	200	200
3: Increase K12 in-service teachers' capacity to teach on Asian themes through PD workshops	1: Develop summer weeklong AS content workshop series for K12 educators	Number of new workshops	Annually	Asia Center Outreach Coordinator, teachers	0	2	1	0	1
		Number of attendees	Annually	Asia Center Outreach Coordinator, teachers	0	40	20	20	20

Project Goal Four: Create distinctive programs for advanced, in-depth language and area studies in Southeast Asia (SEA), South Asia (SA), and the Pacific Islands (PI).									
Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline	T1	T2	T3	T4
1: Create Distinctive PI Studies research and teaching infrastructure in IMCAPS	1: Develop PI Studies Curriculum	Number of PI lang courses shared	Each semester	Course catalog	0	0	2	4	6
		Number of students enrolled in shared PI lang courses	Each semester	Course catalog	0	0	4	8	12
		Develop intro to PI Studies Course	Once in cycle	Course catalog	0	0	1	0	0
	2: Create PI Studies Certificate	Certificate Created	Once in cycle	UU curriculum	0	0	0	0	1
	3: Create USPISA professional organization and related professional development resources	USPISA created	Once in cycle	USPISA Website	0	1	0	0	0
		USPISA meeting attendees	Once in cycle	USPISA	0	0	30	0	0
		Teaching Oceania iBook created	Once in cycle	iBooks website	0	0	0	0	1
2: Expand language and non-language curriculum for interconnected South Asia and Southeast Asian Concentration	1: Expand Southeast Asia LCTL Instruction	Shared sections of SEA LCTLs with SLCC	Each semester	Course catalog	0	0	4	8	8
		Number of students in shared SEA LCTL sections	Each semester	Course catalog	0	0	8	16	16
		Teach 2nd semester 3rd year Hmong	Each semester	Course catalog	0	1	1	1	1
	2: Develop new study abroad programs in SEA and India	Number of programs created	Once in cycle	Learning Abroad Office	0	0	1	1	0
	3: Develop new courses that address Southeast Asia and South Asia Connections	Number of Courses created	Annually	Course catalog	0	1	0	2	0
		Number of students enrolled in new courses	Each semester	Course catalog	0	0	5	0	10

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

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FY 2018-2022 IMCAPS NRC ITEMIZED BUDGET BREAKDOWN

KEY: AP=Absolute Priority | CP=Competitive Priorities | CLAS=UU Center for Latin American Studies | LAS=BYU Latin American Studies Program | ASP=BYU Asian Studies Program

UU, BYU, Joint UU/BYU Initiatives

Budget Categories												
1. Personnel				AY 18-19		AY 19-20		AY 20-21		AY 21-22		Total
2. Fringe Benefits [FB]			Priority	Page	UU	BYU	UU	BYU	UU	BYU		
STAFF												
UU NRC Project Coordinator (8% AY Salary) (Shared w/CLAS) FB 62%			AP2,CP1,CP2	14	\$5,630 \$3,491		\$5,743 \$3,560		\$5,857 \$3,632		\$5,975 \$3,704	
UU FLAS/Events Coordinator (30% AY Salary) (Shared w/CLAS) FB 62%				14	\$12,000 \$7,440		\$12,240 \$7,589		\$12,485 \$7,741		\$12,734 \$7,895	
UU K-16 Outreach Coordinator (25% AY Salary) (Shared w/CLAS) FB 62%				14	\$13,958 \$8,654		\$14,237 \$8,827		\$14,522 \$9,003		\$14,812 \$9,184	
BYU FLAS Coordinator (25% AY Salary) (Shared w/LAS, ASP) FB 73.5%				14		\$7,500 \$5,513		\$7,500 \$5,513		\$7,500 \$5,513		\$7,500 \$5,513
TEACHING STAFF												
UU Japanese Language Instructor (4 courses) (100% salary) FB 14%			AP1	33	\$16,000 \$2,240		\$16,000 \$2,240		\$16,000 \$2,240		\$16,000 \$2,240	
UU Arabic Tenure Line Faculty Position Seed (50% salary) FB 37%			AP1	3					\$30,000 \$11,100		\$30,000 \$11,100	
UU Cambodian Part Time Instructor (2-4 courses) (100% salary) FB 14% (Shared course with SLCC)			AP1,CP1	33	\$1,000 \$140		\$1,000 \$140		\$1,000 \$140		\$1,000 \$140	
UU Vietnamese Part Time Instructor (1-5 courses) (100% salary) FB 14% (Shared course with SLCC)			AP1,CP1	33	\$1,500 \$210		\$1,500 \$210		\$1,500 \$210		\$1,500 \$210	
UU Community Arabic Course (100% salary) FB 14%			AP1	2	\$6,000 \$840		\$6,000 \$840					
UU Southeast Asian Politics (1 course) (100% salary) FB 14%			AP1	5			\$4,000 \$560				\$4,000 \$560	
BYU Chinese, Japanese, and Korean Instructors (50% salary) FB 36.7%			AP1	33		\$30,000 \$11,010		\$30,000 \$11,010		\$30,000 \$11,010		\$30,000 \$11,010
BYU Thai Instructor (2 courses) (50% salary) FB 7.6%			AP1	33		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304

KEY: AP=Absolute Priority | CP=Competitive Priorities | CLAS=UU Center for Latin American Studies | LAS=BYU Latin American Studies Program | ASP=BYU Asian Studies Program

UU, BYU, Joint UU/BYU Initiatives
PR/Award # P015A180062

	Priority	Page	AY 18-19		AY 19-20		AY 20-21		AY 21-22		Total
			UU	BYU	UU	BYU	UU	BYU	UU	BYU	
BYU Cebuano Instructor (2 courses) (50% salary) FB 7.6%	AP1	33		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304	
BYU Hmong Instructor (2 courses) (50% salary) FB 7.6%	AP1	33		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304	
BYU Hindi Instructor (2 courses) (50% salary) FB 7.6%	AP1	33		\$5,000 \$380		\$5,000 \$380		\$5,000 \$380		\$5,000 \$380	
BYU Vietnamese Instructor (2 courses) (50% salary) FB 7.6%	AP1	33		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304	
BYU Indonesian Instructor (2 courses) (50% salary) FB 7.6%	AP1	33		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304		\$4,000 \$304	
BYU Tongan and Samoan Distance Learning Stipend FB 7.6%	AP1	33				\$2,000 \$152		\$2,000 \$152		\$2,000 \$152	
Personnel Subtotal			\$56,088	\$62,500	\$60,720	\$62,500	\$81,364	\$62,500	\$86,021	\$62,500	\$534,193
Fringe Benefits Subtotal			\$23,014	\$18,423	\$23,966	\$18,423	\$34,066	\$18,423	\$35,033	\$18,423	\$189,769
3. Travel											
UU Study Abroad in Southeast Asia Program Development	AP1	5	\$5,000								
UU Advanced DLI Study Abroad Program Creation	AP1	5	\$500								
UU Creation of US PI Studies Association at Manoa, HI	AP1	8	\$5,000								
UU Teaching Oceania iBook Curriculum Development in Manoa, HI	AP1	8			\$5,000				\$2,500		
UU IFLE NRC Director's Meeting Travel		13	\$2,000								
BYU India Study Abroad Program Development	AP1	5				\$3,000					
UU/BYU Faculty Development Travel Fund (up to \$1,000 each)	AP1	15	\$9,000	\$1,000	\$6,000	\$1,000	\$9,000	\$1,000	\$9,000	\$1,000	
Travel Subtotal			\$21,500	\$1,000	\$11,000	\$4,000	\$9,000	\$1,000	\$11,500	\$1,000	\$60,000
4. Equipment	Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies											
LIBRARY ACQUISITIONS											
UU/BYU Library Acquisitions		25	\$2,815	\$2,800	\$1,000	\$1,000	\$3,000	\$1,000	\$3,000	\$2,000	
Supplies Subtotal			\$2,815	\$2,800	\$1,000	\$1,000	\$3,000	\$1,000	\$3,000	\$2,000	\$16,615
6. Contractual	Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	Subtotal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

KEY: AP=Absolute Priority | CP=Competitive Priorities | CLAS=UU Center for Latin American Studies | LAS=BYU Latin American Studies Program | ASP=BYU Asian Studies Program

UU, BYU Joint **UU/BYU** Initiatives
PR/Award # P015A180062

8. Other	Priority	Page	AY 18-19		AY 19-20		AY 20-21		AY 21-22		Total
			UU	BYU	UU	BYU	UU	BYU	UU	BYU	
K-12 TEACHER TRAINING & CURRICULUM DEV.											
UU Chinese DI Literacy Curriculum Project (teacher manual creation)	AP1,AP2,CP2	1	\$1,000		\$750						
UU Chinese Bridge Instructor Summer Content Workshops	AP1,AP2,CP2	1	\$500		\$500		\$500		\$500		
UU Professional Development for K-8 Librarians & Teachers (w/CLAS)	AP1,AP2,CP2	6			\$2,500				\$2,500		
UU Seed Read-U Center at College of Education (Shared w/CLAS)	AP1,AP2,CP2	6	\$2,160		\$1,080		\$1,080		\$450		
UU/BYU OPI Training for Chinese DLI	AP1,AP2,CP2	1			\$2,450	\$2,550					
UU/BYU Seal of Biliteracy-Pilot of LCTL Assessment Implementation	AP1,AP2,CP2	2	\$10,000		\$10,000						
UU/BYU Global Read Webinar for K-12 Teachers and Librarians	AP1,AP2	6		\$200		\$200		\$200		\$200	
UU/BYU In-service Teacher Trainings:											
In-Service Teacher Training Workshops	AP1,AP2,CP2	7	\$6,000		\$3,000				\$3,000		
Pacific Island Studies through Film Teacher Workshop	AP1,AP2,CP2	7	\$3,000								
ICAL course for in-service teachers (Shared w/CLAS)	AP1,AP2,CP2	5	\$3,000				\$3,000				
TITLE III AND COMMUNITY COLLEGE OUTREACH											
UU/BYU SLCC Professional Development for Asian Language and Area Studies	AP1,CP1	2	\$2,500		\$2,500		\$2,500		\$2,500		
UU/BYU Tulane CC Initiative (Shared w/CLAS)	AP1,CP1	4	\$3,000		\$1,500			\$3,000		\$1,500	
UU/BYU SLCC IG Gen Ed Curriculum Development	AP1,CP1	4			\$1,000				\$1,000		
UU/BYU SLCC Faculty Development Funds	AP1,CP1	4	\$1,000		\$1,000		\$1,000		\$1,000		
CURRICULUM WORKSHOPS FOR IMCAPS FACULTY											
UU/BYU US PI Studies Assoc Meeting with Curriculum Workshop	AP1	8			\$5,000						
UU/BYU CLAC Faculty and TA Workshops (Shared w/CLAS)	AP1	3	\$1,000				\$1,000				
CONFERENCES											
UU Zainichi Literature Conference	AP1	4			\$5,500						
UU International Security and Russia Forum	AP1	4			\$3,000						
UU Asia and the US West	AP1	4			\$5,500						
BYU Islam in Asia Conference	AP1	4					\$5,000				

KEY: AP=Absolute Priority | CP=Competitive Priorities | CLAS=UU Center for Latin American Studies | LAS=BYU Latin American Studies Program | ASP=BYU Asian Studies Program

UU, BYU Joint **UU/BYU** Initiatives
PR/Award # P015A180062

	Priority	Page	AY 18-19		AY 19-20		AY 20-21		AY 21-22		Total
			UU	BYU	UU	BYU	UU	BYU	UU	BYU	
BYU Japanese Scroll Workshop	AP1	4		\$4,000							
BYU East Asian Families in the 21st Century	AP1	4		\$6,000							
UU/BYU New Religions in Asia Conference	AP1	4			\$2,500	\$2,500					
PUBLIC OUTREACH											
UU Refugee Origin Stories South and Southeast Asia	AP1	6	\$2,000								
BYU Asian Performance Series	AP1	6				\$3,000		\$3,000		\$3,000	
BYU International Cinema Series	AP1	7		\$1,000		\$1,000		\$1,000		\$1,000	
UU/BYU Lecture Series	AP1,CP1	53	\$3,000	\$3,000	\$2,562	\$2,300	\$3,068	\$2,800	\$3,073	\$2,800	
CURRICULUM DEVELOPMENT											
UU Development of New Courses											
Adding AS Content to Existing Core Classes	AP1	4					\$2,500		\$2,500		
Intro to Pacific Islander Studies	AP1	7	\$2,500								
BYU Development of 4 new Courses				\$1,500							
Humanities of South Asia	AP1	5									
History of the Mongolian Empire	AP1	5				\$1,500					
Southeast Asian History Course	AP1	5						\$1,500			
Chinese Political Culture	AP1	5								\$1,500	
UU/BYU Development of Shared Course											
Interdisciplinary South and Southeast Asia Course	AP1	9	\$1,500					\$1,500			
ASSESSMENT											
UU/BYU Consortium Evaluation with Site Visit in Year 3		21	\$4,000		\$4,000		\$7,000		\$4,000		
Other Subtotal			\$46,160	\$15,700	\$54,342	\$13,050	\$21,648	\$18,000	\$20,523	\$10,000	\$199,423
9. Direct Costs			\$149,577	\$100,423	\$151,028	\$98,973	\$149,078	\$100,923	\$156,077	\$93,923	\$1,000,000
10. Indirect Costs			\$11,966	\$8,034	\$12,082	\$7,918	\$11,926	\$8,074	\$12,486	\$7,514	\$80,000
UU Subtotal			\$161,543		\$163,110		\$161,004		\$168,564		\$654,221
BYU Subtotal				\$108,456		\$106,890		\$108,996		\$101,436	\$425,779
11. Training Stipends*			AY 18-19		AY 19-20		AY 20-21		AY 21-22		
			UU	BYU	UU	BYU	UU	BYU	UU	BYU	Total
			\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$2,790,000
			\$509,543	\$457,956	\$511,110	\$456,390	\$509,004	\$458,496	\$516,564	\$450,936	\$3,869,999
			AY 18-19		AY 19-20		AY 20-21		AY 21-22		
12. Total Costs			UU	BYU	UU	BYU	UU	BYU	UU	BYU	Total
BUDGET SUMMARY											
1. Personnel			\$56,088	\$62,500	\$60,720	\$62,500	\$81,364	\$62,500	\$86,021	\$62,500	\$534,193
2. Fringe Benefits			\$23,014	\$18,423	\$23,966	\$18,423	\$34,066	\$18,423	\$35,033	\$18,423	\$189,769
3. Travel			\$21,500	\$1,000	\$11,000	\$4,000	\$9,000	\$1,000	\$11,500	\$1,000	\$60,000
4. Equipment			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies			\$2,815	\$2,800	\$1,000	\$1,000	\$3,000	\$1,000	\$3,000	\$2,000	\$16,615

	AY 18-19		AY 19-20		AY 20-21		AY 21-22		Total
	UU	BYU	UU	BYU	UU	BYU	UU	BYU	
6. Contractual	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$46,160	\$15,700	\$54,342	\$13,050	\$21,648	\$18,000	\$20,523	\$10,000	\$199,423
9. Direct Costs	\$149,577	\$100,423	\$151,028	\$98,973	\$149,078	\$100,923	\$156,077	\$93,923	\$1,000,000
10. Indirect Costs	\$11,966	\$8,034	\$12,082	\$7,918	\$11,926	\$8,074	\$12,486	\$7,514	\$80,000
11. Training Stipends*	\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$348,000	\$349,500	\$2,790,000
12. Total Costs	\$509,543	\$457,956	\$511,110	\$456,390	\$509,004	\$458,496	\$516,564	\$450,936	\$3,870,000

CONSORTIUM COSTS	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Total
1. Total Consortium Direct and Indirect Costs	\$270,000	\$270,000	\$270,000	\$270,000	\$1,080,000
2. Total Consortium Training Stipends	\$697,500	\$697,500	\$697,500	\$697,500	\$2,790,000
3. Total Consortium Costs	\$967,500	\$967,500	\$967,500	\$967,500	\$3,870,000

*UU requests 6 graduate (6X\$33,000=\$198,000), 7 undergraduate (7X\$15,000=\$105,000) and 6 summer (6X\$7,500=\$45,000) FLAS grants--Total of \$348,000 for UU

BYU requests 4 graduate (4X\$33,000=\$132,000), 11 undergraduate (11X\$15,000=\$165,000 and 7 summer (7X\$7,500=\$52,500) FLAS grants--Total of \$349,500 for BYU